

**NLWJC - Kagan**

**DPC - Box 051 - Folder-009**

**Race-Race Initiative Policy: Service**

# Withdrawal/Redaction Sheet

## Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. letter	From: Susan Andersen To: Judith Winston; RE: Address and Phone No.'s (Partial) (1 page)	10/14/1997	P6/b(6)
002. letter	From: Susan Andersen To: Judith Winston; RE: Address and Phone No.'s (Partial) (1 page)	10/14/1997	P6/b(6)

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**COLLECTION:**

Clinton Presidential Records  
 Domestic Policy Council  
 Elena Kagan  
 OA/Box Number: 14369

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**FOLDER TITLE:**

Race - Race Initiative Policy: Service

2009-1006-F

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**RESTRICTION CODES**

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

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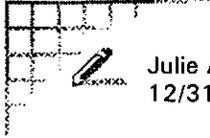
PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

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- b(1) National security classified information [(b)(1) of the FOIA]
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- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

Face Unit 301 - service



Julie A. Fernandes  
12/31/97 09:25:46 AM

Record Type: Record

To: Diana Fortuna/OPD/EOP, Elena Kagan/OPD/EOP  
cc: Laura Emmett/WHO/EOP  
Subject: MLK day and service

FYI. The meeting yesterday with Cabinet Affairs, PIR and National Service Corporation went well. The folks from the Corporation are going to coordinate with Bibb and Audrey to link Cabinet and Board members to service projects on the 19th, likely both MLK grant sites and other Americorps sites. By the end of next week, the Corporation is going to get us a more comprehensive list of all Americorps sites where service could happen on the day (right now, we only have the list of MLK grant sites). Also, the Corporation is going to try to identify key sites (a sort of top 10 or 20 list) where it would be most helpful to have a Cabinet presence (because of a link to a member of Congress who might be helpful for purposes of Americorps reauthorization next year)/

Andrew Mayock (from Chief of Staff's office) was also present, and stated that he wanted to get White House staff involved also in serving on the day. Julie from the Corporation is going to check on the capacity at the various D.C. service sites.

Talking points on service for the Cabinet and Board members are being coordinated by Stacey and the Corporation. Also, the PIR is going to put together a one-page questionnaire for all who participate in service on the 19th that will allow them to do a preliminary evaluation of whether the site is a "promising practice" for purposes of the PIR compilation.

That's it. Happy New Year.

julie

Race mit pol-service



16

06:00:11 PM

Record Type: Record

To: Elena Kagan/OPD/EOP, Laura Emmett/WHO/EOP

cc:

Subject: Corporation for Natl Service thinking of MLK Day service for the President

I will do the weekly item you asked for on service and race. FYI, attached is what John Gomperts/the Corporation are thinking so far about a specific proposal for the President to serve on MLK Day. If we hate it, we should let them know asap, but it sounds pretty good to me. I will include this idea in the weekly as a possibility unless you would rather I didn't.

(FYI, I happened to get a copy of Harris Wofford's memo to the President on the race town hall. I understand you have a copy. He also attached the US News/Steve Waldman column that caught your eye.)

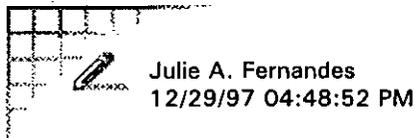
It would be a literacy-oriented project, likely connected with DC Reads and the work-study stuff that is going on with the DC area colleges. We are scheming on a project in which K-3 students would be invited with their parents and/or tutors. Along with the people who are serving, the kids would build (more like put together) and then decorate a small bookshelf. The kids would then be able to take the bookcase home with them. And they would receive 5 - 10 books to start their collection. In addition, there will be reading stations and possibly other activities.

We have great partners such as First Book and the United Way and other organizations. The project will involve AmeriCorps, seniors, service-learning and work-study -- a real streams of service kind of deal.

We are looking at locations, and looking specifically for a location that would be suitable for the President and/or other White House principals.

We think the event can be very visual and also be right on message, bringing together a variety of initiatives of the president. We very much want the President, and other principals to participate.

If you (or other folks) have an immediate negative reaction to this proposal, let me know. Our top goal is to have the President participate and we can be flexible and creative in coming up with the right project.



Record Type: Record

To: Elena Kagan/OPD/EOP  
cc: Laura Emmett/WHO/EOP, Diana Fortuna/OPD/EOP  
Subject: Re: Race/service 

Diana and I met last week with Ann Lewis, Jen Palmieri, PIR, someone from the VP's office and others to discuss the plan for the day. John Gomperts from the National Service Corporation was also there.

The President would like to do service during the day, and hold a town hall in the early evening. The communications folks are trying to get network sponsorship of the town hall (they have interest from one of the networks for a prime time slot or maybe Nightline). Because of the likely involvement of a network, they are unable to decide where the town hall will take place (though likely not in D.C.). This impacts the service event, because we may want to have the President's service take place in the community where the town hall is located. According to Jen, the decision about the location for the town hall will not be made until after the New Year, so we can't definitively determine the precise service event until then either.

The Corporation is sponsoring an America Reads event at the MCI Center; set for 1-3pm (but with some flexibility for change). At this event, kids will hook up with Americorps tutors, build a bookshelf, and receive a backpack with 10 books, at least one that is about MLK. John said that they are scheduled to have the participation of some of the Washington Wizards and would love Presidential involvement. We discussed wanting the President to do a service event in the community (rather than at a convention center) that could be better connected to an ongoing effort to serve that community (like the CityYears effort that we discussed previously) and the possibility of holding the Presidential service out of town. We also discussed the involvement of Black, White, and Latino churches, in an effort to build on the idea of bringing people of different races together to serve as part of the Race Initiative. John seemed to think that all of this made sense, and suggested that the First Lady could participate in his event. The VP wants to give a race speech in Atlanta on that day, and will likely also be involved in service.

All of the specifics of what the President could do won't be able to be worked out until we know where he will be during the service part of his day.

All agreed that it would be good to coordinate service events for the Cabinet members and the Advisory Board members for that day. Tomorrow (probably at 3pm) I am meeting with folks from PIR, Cabinet Affairs and the Corporation to begin to coordinate the day's activities for them. The folks from the Corporation are going to take the lead in locating good service sites (hopefully linked to Americorps) all over the country for the various Cabinet and Board members who want to participate.

Also, John has agreed to review the list of cities where there are NCCC sites (thus Americorps folks that we can direct), to give the Presidential planners a better sense of where he could go (both inside and outside the District).

Diana is putting together an options paper for Jen that outlines our general ideas related to service (churches; community; maybe related to a child-care or after-school center and CityYears) and how it would fit into the President's day.

julie



Record Type: Record

To: D. Stephen Goodin/WHO/EOP  
cc: Elena Kagan/OPD/EOP, Julie A. Fernandes/OPD/EOP, Katherine Hubbard/WHO/EOP  
Subject: Questions to think about for Monday's Meeting

I have not been part of the discussions leading folks to conclude that a town hall on MLK Day is a good idea, so forgive my potentially misunderstanding the logic. But:

If service is the theme of the day, then a town hall could be criticized as talking instead of doing. If we want the town hall to be the story, then the service is essentially an afterthought. Perhaps you are picturing that the town hall could focus on the benefits of service in racial reconciliation, which could be good. But if it's a general town hall similar to Akron, then I know Harris Wofford would argue that talking is the wrong thing to be doing that day.

Given the President's interest in making service part of the race initiative (particularly his receptivity to Steve Waldman's ideas about creating partnerships a la the service summit), we are working on service announcements we could launch that day.

So can you explain the town hall logic, so we can decide whether to write to Sylvia?

(Also, could you put me and Julie Fernandes on future distribution lists? Thanks.)

----- Forwarded by Diana Fortuna/OPD/EOP on 12/12/97 02:02 PM -----

 **Katherine Hubbard**  
12/12/97 01:39:51 PM  
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Record Type: Record

To: Diana Fortuna/OPD/EOP  
cc:  
Subject: Questions to think about for Monday's Meeting

see below.

----- Forwarded by Katherine Hubbard/WHO/EOP on 12/12/97 01:40 PM -----

 **D. Stephen Goodin**  
12/12/97 01:05:06 PM



Record Type: Record

To: See the distribution list at the bottom of this message  
cc:  
Subject: Questions to think about for Monday's Meeting

Here are some questions to be discussed during Monday's MLK day meeting. Please forward them to your boss if appropriate. If anyone sees a compelling reason why the town hall could not occur on MLK day, please e-mail Sylvia and cc me as soon as possible. Otherwise, the most likely scenario will involve service events by POTUS and/or other principals and cabinet members possibly with a town hall meeting sometime during the same day.

Does anyone see any con's with having a town hall on that day?  
Would anyone argue that the town hall would be too focused on our differences than coming together? Is it more conflict vs. healing?

Does DPC or NEC have any policy announcements that can tie in with MLK?  
Tie in with SOTU ramp-up?

POTUS has a definite desire to do service event. Should it be in the District? If he were to go to another city would he not catch criticism for ignoring needs in his own back yard"? If not, what cities have some appropriate events/programs?

Rev. Jackson-Wall Street event--what is the fall out, if any, if POTUS does not participate? Would the event go on without him? Is there an appropriate surrogate for P?

Any requests from key Members of Congress?

Mayors, Governors, etc.?

Are there any built-in "traditional" observances (Ben Johnson) which could be combined with service somewhere? Are they primarily morning, afternoon, or evening events?

African-American church  
Lincoln Memorial

National Service

Is there a tie-in with General Powell/America's Promise? What are the pitfalls/downside to doing an event with him? Any other outsiders to include?

Since the President is very high on service theme, if he were to end up doing town hall and not service, 1) how big of a problem would this be; 2) if ok, we will still need a strong presence by the Cabinet doing service.

What events are currently on the board for PIR? What are the specific events in which cities?

Activities of other principals

What are the existing plans by VP, HRC, MEG (Jen Palmieri)?

These are many of the questions which we will try to bring together on Monday. Thanks. Again, if there are any major problems with town hall being scheduled on MLK day, please express those to Sylvia ASAP so that she can incorporate them into the decision on town hall scheduling.



Race - service



16

03:51:10 PM

Record Type: Record

To: Bruce N. Reed/OPD/EOP, Elena Kagan/OPD/EOP

cc: Laura Emmett/WHO/EOP, William R. Kincaid/OPD/EOP

Subject: service on MLK day

FYI, I am hearing that he chose the service option at Cardozo H.S. here in D.C.



Record Type: Record

To: Bruce N. Reed/OPD/EOP  
cc: Elena Kagan/OPD/EOP, Julie A. Fernandes/OPD/EOP, Laura Emmett/WHO/EOP, Cathy R. Mays/OPD/EOP  
Subject: MLK Day of Service

Julie and I want to bring you up to speed on the President's service on MLK Day. We have been working with the Corporation and a cast of thousands on a memo to the President. We understand that he would like to make the selection himself, and so we are presenting him with 6 recommended options, along with 6 second-tier options. The memo will ask him to pick a few favorites that we can vet further.

Below is the latest draft. Based on a meeting we just had with Ann Lewis, Sosnik, Minyan, PIR staff, etc., we plan to edit this slightly and add the negatives on each option.

The final product will be a memo to him from DPC, Cabinet Affairs, Scheduling, and perhaps Communications. I assume you'll want your name on it, so we'll forward you the final version as soon as it's done. The hope is to send it to him on the road tomorrow.

#### Options for Service on MLK Day

Below are six recommended options for service on MLK Day. These recommendations are the result of an extensive review of activities occurring around the nation on MLK Day, based on information collected by the Corporation for National Service. To select these six, we used the following criteria:

- For logistical reasons, the site should be in the Eastern U.S.
- AmeriCorps should be involved.
- The service should be real, and communicate the value of Americans serving together.
- The work should be continuing rather than a one-time effort.
- Those serving should be a racially diverse group.
- The event should be significant given the size of the community.
- We attempted to find sites with legislators we are targeting for AmeriCorps reauthorization, but none fit the other criteria above.

In case the six options presented below do not offer enough choice to make a decision, we are also including six additional meritorious options that did not score as highly as the six we are recommending.

To understand AmeriCorps' involvement, it is useful to know the following: [We may move this to the end.]

- **NCCC** is AmeriCorps' National Civilian Community Corps, a national corps of over 1,000 young people who serve full-time and live on five campuses (Washington, DC; Perry Point, MD, Charleston, SC; Denver; and San Diego). They are often detailed around the country on 6-week assignments, working at AmeriCorps' direction.
- **CityYear** is an AmeriCorps program, founded before AmeriCorps began by service visionary Alan Khazei, and it has a racial diversity as a core mission. It is now in 9 cities -- Boston, Chicago, Cleveland, Columbia SC, Columbus, Philadelphia, Providence,

- San Antonio, and San Jose.
- On MLK Day, CityYear plans to launch its **Young Heroes** program in 8 cities. Young Heroes are 6th-8th graders from all backgrounds who serve with CityYear corps members after school and on Saturdays for an entire year, beginning with 16 consecutive Saturdays.
  - There are many other **AmeriCorps** programs that are run by local grantees under state auspices.
  - In addition, the Corporation for National Service awarded **MLK Day Grants** to over 50 communities across the country, all less than \$5,000, for community organizations to sponsor service projects that day. Some involve AmeriCorps members, but most do not.

### **RECOMMENDED OPTIONS**

Below are six options, two of which are in Washington, D.C. We think it is preferable for you to serve elsewhere. It may make sense for Mrs. Clinton to serve at the DC Reads event at the MCI Center.

#### **1. Renovation of Civil Rights Museum and River Clean-Up with CityYear/Young Heroes -- Columbia, SC**

Along with hundreds of community volunteers, some Young Heroes will work on the restoration of the Modjeska Simpkins Home, named for a local civil rights activist. Others will work on clearing land for the future Saluda River Park in conjunction with the Saluda River Alliance.

#### **2. Church-Sponsored Service by Jackson Servant Leadership Corps -- Jackson, MS [Note: This option will be moved to the 2nd tier in the final version.]**

Over 150 teen volunteers from eight churches will devote the day to service in King's honor and as a response to their Christian faith. Under the leadership of two AmeriCorps programs in the city, the volunteers will fan out across the city in teams of ten -- balanced to ensure that each is composed of teens from different racial backgrounds and different churches. The service projects have been developed by the young people themselves in a leadership program funded by the Foundation of the Mid South and Jackson AmeriCorps. The projects include demolition of abandoned homes to prepare the site and launch a Habitat build; painting a mural at an old school that is being transformed into a community center (Head Start and AmeriCorps have already relocated there); sorting and boxing food at the Mississippi Food Network; and painting classrooms at a public school. At the end of the day, the young people gather downtown at the Galloway United Methodist Church for a celebration and worship service. Though this service day is more of a culmination than a launch, the Leadership Corps will hold a follow-up planning retreat with the participants to look at how these kinds of interracial, faith-based, service projects can continue to grow in the city.

#### **3. Renovation of Community Center by Delta Service Corps -- Clayton & Ferriday, LA**

The Delta Service Corps was a project of Governor Clinton's that has since joined AmeriCorps. Over 50 Delta Service Corps members will join about 70 community volunteers in two small Louisiana towns to renovate two municipal parks, clean city streets, restore the Ferriday High School gymnasium, and help create a community center for Clayton out of an old gym. Clayton (population 4,000) and Ferriday (population 917) are small Delta towns, right across the river from Natchez, MS. Mayor Montgomery of Ferriday (whose husband is the first Black elected official in that area of Louisiana) will be speaking about the civil rights movement at the Sunday evening kick-off. Mayor Washington of Clayton will be speaking on Monday before the service project. This effort involves Black and White community members (which is a rare occurrence in this part of the state) as well as local Black and White churches. Everything has been donated -- from the motel rooms to the food and materials -- by the partners and the community. The groups have pledged to continue to clean the litter, the building will be totally finished (and used for parenting classes, youth recreational activities and GED classes) and the Head Start Center will be opened. Partners

include the LaSalle Community Action Association, the Town of Ferriday, the Town of Clayton, the Ferriday Police Department (which will provide transportation for Corps members from site to site), Clayton Head Start, and the National Guard (which will provide trucks for the trash). There is one AmeriCorps\*Vista volunteer who serves full-time in the area and will remain to help keep this project going.

**4. Renovation of Multicultural Museum by CityYear and Young Heroes with Sponsorship by Chicago Bulls -- Chicago**

140 CityYear Young Heroes will serve with community groups and other AmeriCorps programs in a range of service projects across the city. The Young Heroes project was piloted in Chicago and provides a model for the national launch that City Year will announce on MLK Day. More than 100 volunteers will participate in the demolition, cleaning, and painting of the Fairfax Museum, dedicated to telling the multicultural history of the West Side of Chicago. In the afternoon, there will be a celebratory ceremony at an historic Presbyterian Church on the South Side.

**5. Renovation at Cardozo High School by AmeriCorps NCCC -- Washington, D.C.**

NCCC has been renovating Cardozo High School, located in the Shaw neighborhood in D.C. On MLK Day, 65 NCCC participants, 50 Cardozo students, at least one hundred volunteers from local churches, volunteers from D.C. Cares from the Potomac School in McLean, and others will paint at least 25 classrooms at the school. There is a large auditorium that would be suitable for an address. The current student body at Cardozo is predominantly Black, and the very active alumni association is predominantly White. NCCC's work could be expanded either within Cardozo, or to renovate other public schools in the District (or other renovation projects in Shaw). They could organize their service projects to occur on seven consecutive Saturdays to accommodate community volunteers, including young students, across the city.

**6. America Reads/DC Reads at the MCI Center with NCCC -- Washington, D.C.**

Although you have already indicated that you are not interested in this opportunity, the Corporation for National Service feels strongly that it is a very good event, and wanted the opportunity to present it to you one final time. One option is for the First Lady to attend.

Children, parents and tutors who participate in literacy tutoring programs throughout the District are coming to the MCI Center on MLK Day to help further the children's knowledge of MLK and broaden their access to reading. The arena floor will be set up as a literacy service center, with stations providing children with a range of services and activities. AmeriCorps\*NCCC members will be assembling child sized bookshelves for children to take home as their libraries. Children will personalize their shelves and collect a backpack containing 10 books, one on MLK. Children will receive their first library card, and can participate in reading circles and in short history lessons about MLK, his philosophy and his legacy. The parents will be offered family literacy workshops by the Urban League on how to support their child's reading at home. This is part of a continuing aspect of DC Reads and its efforts in sixteen elementary schools.

**OTHER OPTIONS** -- Not recommended, but meet many of our criteria and may need to be considered if none of the above are chosen:

**1. Youth Service Charleston and the AmeriCorps\*NCCC -- Charleston, SC**

Mayor Riley's National Service office, along with America's Promise and the College of Charleston, will launch "98 in 98"-- a campaign to challenge young and old to volunteer 98 hours in 1998 at a rally/celebration. Grants for the first "Reading Soul Mates" program that trains 4th and 5th graders to tutor those in 1st and 2nd grade will be announced, followed by the first reading sessions at the local library. In addition, AmeriCorps\*NCCC will dedicate and install park benches throughout the city.

**2. West Seneca Youth Bureau -- Buffalo, NY**

On MLK day, 100 AmeriCorps members will be sworn in and then will pitch in for a day of service. They expect a total of 200 volunteers who will work on projects around the King Urban Life Center, located in one of the poorest communities in Buffalo. At noon, there will be a ceremony in which the West Seneca Youth Bureau (AmeriCorps) presents to the Center the quilt they have been putting together with 50 community organizations in Buffalo. Partners include AmeriCorps, the United Way of Buffalo, Erie County Youth Council, and the Western NY Business Community.

**3. Cleveland, OH**

MLK day kicks off a five-day long celebration which focuses on leading children through a civil rights museum and teaching them about the civil rights movement. On the 19th, 50 Young Heroes and hundreds of school children will participate. In the afternoon, all the AmeriCorps members will gather to do a service project lead by Case Western University. The service options include art and music performances by homeless children, senior citizens linked with after-school programs, Habitat for Humanity, and indoor gardening at a nursing home.

**4. Philadelphia**

Philadelphia's Young Heroes will be working at the Greater Philadelphia Book Bank. The Book Bank provides textbooks and pleasure reading books to schools that lack resources to purchase books. Young Heroes will join hundreds of volunteers in painting over the book bank's graffiti-covered walls, cleaning the building where the books are housed, and building shelves for more space. At the end of the day of service, each Young Hero will be able to look through the books and choose one for his or her collection.

**5. Anderson Lee Vocational and Technical School -- Passaic, NJ**

In partnership with the NAACP youth chapter, local inner-city youth will be provided an opportunity to learn vocational skills (carpentry, plumbing, air conditioning, etc.) while renovating a local community center. On the 19th, which begins a 12 week program for ten young people from a variety of backgrounds, the young apprentices will be putting in the bathroom. There is no National Service or AmeriCorps component to this program.

# EXECUTIVE SUMMARY

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## INTRODUCTION

The Macro study on "Race, Class, and Ethnicity in AmeriCorps Programs," requested by the Corporation for National Service, comes at a time when the topic of racial and ethnic diversity is prominent in the national discourse. The effects of socioeconomic divisions overlay—and often appear more intractable than—differences of race and ethnicity. Those involved in the debate over the benefits and challenges of diversity find little research available to support their arguments. Much of the data to evaluate the impact of diversity is anecdotal; research has focused primarily on college students and corporate employees in the management literature.

Since its inception, the Corporation has required AmeriCorps programs "to strengthen communities and encourage mutual respect and cooperation among citizens of different races, ethnicities, socioeconomic backgrounds, and education levels, among both men and women and individuals with disabilities." Although the value of this emphasis is implicit, the Corporation sought to determine how programs are supporting this effort and to assess its impacts. The research approach chosen was qualitative. The research considered the varied and unique circumstances across the wide range of AmeriCorps programs, by in-depth inquiry into program operations, staff and Member perspectives, and the community served. Thematic cross-site content analysis was conducted to identify patterns and trends that support diversity. The following research questions guided the study:

- What elements are indicative of the successful support of diversity?
- What are the benefits of diversity?
- What effect does the AmeriCorps experience have on Members' tolerance of and attitudes toward others?

## METHODOLOGY

A total of 12 AmeriCorps programs were selected for intense study by Macro researchers. The programs were selected on the basis of a diverse Member Corps, good performance in delivering service, and having actively reflected on the implications of diversity, although not necessarily having resolved the issues that had surfaced. As a whole, they represented the breadth of AmeriCorps programs with respect to urban vs. rural, size, geographical location, type, Member status, program model, and service area. A diverse team—consisting of one evaluation specialist and one diversity trainer—visited each program site. During the course of the 2- or 3-day site visit, the researchers interviewed program staff, host site staff, and service recipients. They moderated focus group discussions with Members and observed service activities. At the end of the program year, Members were asked to complete a written survey focusing on attitudes toward diversity.

# PROGRAM ELEMENTS THAT INDICATED SUCCESSFUL SUPPORT OF DIVERSITY

There are eight program elements that had the potential to successfully support diversity in the AmeriCorps service delivery and Member development.

- **Program Design.** The first overarching consideration was the importance that the program placed on diversity in achieving its goals. This was accomplished by both explicit and implicit means. Ideally, programs integrate diversity into their policies and procedures and reinforce its importance in daily operations. When issues arise that appear to contradict these values, there are opportunities to discuss the situation openly.
- **Program Staff.** Programs could address the role of program staff in supporting diversity by having staff diversity reflect that of the Members to the extent possible; and importantly, by ensuring that all staff have the skills to interact cross-culturally with Members who differ from them. Staff who effectively support diverse groups of Corps Members have strong feedback skills, confidence outside of their own “comfort zone,” and team facilitation skills.
- **Member Recruitment.** Recruitment strategies to yield the desired diversity mix should be intentionally developed and implemented by program leadership. Furthermore, programs should recognize that their efforts in next year’s recruitment sends a message to current Members. Attracting a diverse Corps is only a precursor to the successful support of diversity; equally critical are elements that support diversity and promote Member retention.
- **Training.** Ongoing reinforcement of diversity training throughout the year is part of successful program efforts. But merely scheduling training is not sufficient to address fully the diversity issues that emerge. At only half the sites visited did Members report high levels of satisfaction with the diversity training they received. Training topics need to include workshops to improve communication and promote effective working relationships among Members. Specific areas found to be useful include conflict management, diversity awareness, sexuality and gender issues, team building, feedback skills, and facilitation skills development. Multiple methods are also advocated: varying in length and including experience-based approaches (discussions, role playing, and Member-led sessions). This variety appeals to different Member learning styles and different needs.
- **Assignments.** Member assignments can be structured to support diversity at two levels—in host site programs and in teams. Assignments to and within host site programs usually depend on program goals and service needs. Often creating diverse teams within the program was used as a balance to promote diverse relationships among Members when homogeneity had occurred in placements at the host site.
- **Attention to Group Conflict.** This program element requires strategies and tools that programs can use on a daily basis to ensure that Members receive the skills necessary to work through conflicts constructively. These contentions can take a number of forms: inter-Member conflicts, Member-staff conflicts, and or Member-host site personnel conflicts.

- **Host Site Relationships.** The extent to which diversity was seen as important and reinforced by the host agencies was a critical factor in helping Members to feel supported. When these host agencies are active in recruiting, selecting, and placing diverse Members, their value was more readily communicated to them. Supportive programs are also more inclined to intervene if a conflict or diversity issue arises at a host site.
- **Member Retention.** Programs that successfully supported diversity not only recruited, but also retained, a diverse group of Members. The retention of a diverse team of Corps Members had a direct impact on the morale and motivation to contribute of individuals, as well as team cohesion and group effectiveness. The perceptions among present Corps Members about attrition tied to race, class, or ethnicity can be detrimental even if the analysis of the numeric data on the race, class, and ethnicity of those who left does not support that link.

## BENEFITS OF DIVERSITY

The benefits of diversity can be seen in their effect on the key participants in AmeriCorps programs: Members, service recipients, host sites, AmeriCorps program staff, and communities.

- **Members.** The Members reap the greatest number of benefits. The most basic benefit was simply the chance to experience diversity, being with and serving people from different communities. The extent to which Members appreciated this benefit was related in part to their own background. Members who grew up in homogeneous neighborhoods found this opportunity particularly beneficial. Other consequences can flow from this experience—dispelling of stereotypes, learning to approach things from different perspectives, developing self-confidence, and extending diversity lessons to the workplace.
- **Service Recipients.** In some communities, the diversity in the Member Corps may be the only people different from themselves to which service recipients are exposed. A service recipient's relationship with a Member may be the first long-term, intensive relationship that person has had with someone from a different background. Some service recipients benefit by having a role model—not simply when the Member is of the same race or ethnicity. Many host agencies request mentoring by college students or males, in particular, for youth in their programs. Beyond providing role models, service recipients benefit by: seeing that the willingness to help crosses cultures, gaining an opportunity to exchange perspectives, and being exposed to others different from themselves in a positive way.
- **Host Agencies.** Diversity in AmeriCorps Members helps host agencies in many ways. Specifically, host sites reported improved outreach to groups that had not previously been served; this was especially true for non-English speaking populations. An added benefit was that the diversity in the AmeriCorps program served as a catalyst to make connections between various community organizations who had not interacted in the past.
- **Program Staff.** AmeriCorps program staff have a dual role with respect to Member diversity: they both learn from the diversity of Members and support Member diversity. Like Members, staff have a chance to develop relationships with people from various cultures with whom they

might not otherwise have come in contact. Many also found that their skills in managing diversity, communication, and problem solving were enhanced.

- **Community.** As a whole, the community benefits from the sum of the benefits noted, especially enhanced service delivery. A direct positive impact can be observed when diverse Members work with each other and with service recipients, and that experience may be felt among the recipients' family and neighbors in disadvantaged communities. This benefit was noted more strongly in the more segregated communities.

## MEMBER ATTITUDES

Macro developed an instrument that was administered at the end of the program year to capture the views of all Members. Questions related to Members' assessment of program support of diversity and the program climate, Member behavior and attitudes, and perceived benefits.

The following attitudes were most strongly reflected in the survey results:

- Members are very comfortable with interacting with service recipients from different backgrounds.
- Members think that getting to know Members from different racial and ethnic backgrounds has been worthwhile.
- Members strongly believe that Members of different racial and ethnic backgrounds contribute equally to service.

At the same time, the survey and the focus group uncovered difficulties in the experience. Working together with people from a wide range of backgrounds and providing service in disadvantaged communities is a very intense experience. Members are confronting—and not always successfully—what it means to interact with colleagues who are different from themselves.

The survey revealed other challenges to programs in working with diverse Members. Members appear to be more comfortable with differences based on race than social class. Some of the smaller subgroups within the Member population may be experiencing the program differently than the rest—specifically, those who classify themselves as “other” in terms of race/ethnicity, those who do not have a high school diploma, and those who identify themselves as coming from an upper class background.

The data also suggest that the program's performance in supporting diversity does, indeed, make a difference. When Members are involved in a program that successfully supports diversity through training, team building, and similar activities, their behavior and attitudes appear more accepting of diversity and open to others. When programs were assessed by their Members to be doing a good job, a whole host of positive attitudes and behaviors tended to follow.

## OTHER DIMENSIONS OF DIVERSITY

An additional variant among programs was what constituted “diversity” in terms of their concerns and actions. Repeatedly the point was made that there were many facets of diversity that define a person and contribute to what they have to offer. There are many aspects of diversity beyond race, class, and ethnicity that challenge programs to respond and to make these differences benefit the program and their service.

The specific forms of diversity that staff and Members called to our attention, or that we observed as raising issues with which the program dealt, were all types of disabilities, gender, age differences, educational background, motivational differences, sexual orientation, religion, place of origin, and readiness to work.

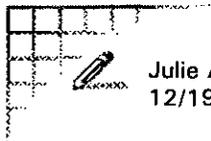
## NEXT STEPS

A standalone document on “Practical Applications” that stem from the research on this project will be sent to all State/National programs and NCCC campuses. It is intended to provide strategies for supporting a diverse group of Corps Members, based on the lessons gathered from the 12 programs that participated in this study.

## CONCLUSIONS

Recruiting a diverse Corps is a necessary but not sufficient step for successfully supporting diversity. The program itself must set the tone and create an environment which values Member diversity throughout the program year. The diversity issues that surfaced in the programs we visited covered many facets of Members’ cultural background—beyond race, class, and ethnicity—including gender, physical disability, learning disability, age, sexual orientation, nationality, and religion. There were complex inter-relationships among these facets, both within and between Members. Implementing strategies to support diversity that have not been tailored appropriately to a program’s Members may be more divisive than taking no action. A successfully supported diverse Corps of Members can generate more benefits for all parties involved. We found that a diverse group of Corps Members, working together effectively, provided a range of benefits at the personal programmatic, and community levels—beyond the service itself. Many of these gains, such as increased self-esteem, recognition of the impact of personal biases, and cross-cultural communication skills, will benefit Members long after they complete their AmeriCorps service.

Race initiative policy -  
service



Julie A. Fernandes  
12/19/97 12:24:38 PM

Record Type: Record

To: Diana Fortuna/OPD/EOP, Elena Kagan/OPD/EOP  
cc: Laura Emmett/WHO/EOP  
Subject: MLK Day

At the Ann Lewis meeting this morning, the following was decided:

1. The President (maybe with the First Lady) will do service on MLK day. Likely that it will be in D.C. The other details are not yet determined, though I threw out our ideas about Americorps, CityYear, Black & White churches, etc. Those of us interested in planning the service event are going to reconvene sometime on Monday to better nail it all down. People seemed very receptive to the idea of tying the President's service into a national call to service, etc.

Other Principals have been asked to participate in service on <sup>that</sup> day also. It is contemplated that their service will also be linked to Americorps (and the 60 cities). Cabinet Affairs is going to let the Cabinet members know that they should try to also participate in service on that day. The Advisory Board members have also agreed to do service in their communities on that day. We will try to link them to Americorps as well.

2. In addition to the service event, the President will likely do a Town Hall that evening. The location for this was not determined, but will be determined, at least in part, on what the press wants to do (Sosnick mentioned Nightline involvement). John Lewis has asked that the President do a Town Hall in Atlanta, but other options were discussed (I was advocating Birmingham (Civil Rights Museum; history) or Jackson, Mississippi (Black mayor; history). Part of the reason for doing the Town Hall at all is that the next available time would not be until March, and the President has indicated wanting to do his next one before then.

Because the President will likely do a Town Hall that night, the Advisory Board will not do a town hall later that week (they had tentatively scheduled one for Atlanta).

3. On the actual birthday (the 15th), they are going to arrange for an East Room ceremony where the President awards the Congressional Medals of Freedom. The President can make opening remarks re: MLK day, and the importance of service (all awardees served their country, in one fashion or another) and will thus try to create a bit of a civil rights spin. One of the likely awardees is Jamer Farmer (CORE). We are also going to get a list of all the MLK events going on around the city that day, to see if there is something else that the President can acknowledge or tap into in a lower key way.

julie



December 2, 1997

President William J. Clinton  
The White House  
Washington, DC

Dear Mr. President,

As you head for Akron, I'd like to offer a few thoughts. I know the Initiative on Race is close to your heart (as the cause has been to mine, for many years). You are the first President since LBJ who is able and willing to lead and to move the country forward on this issue. Even when people disagree with you, they sense that for you this is about something much larger than politics. So you have an historic opportunity.

You are profoundly right in trying to lift the sights of the nation to the goal of one America. As the Good Book tells us, in the beginning is the Word, and you launched the initiative with very good words: "Building one America is our most important mission. Money can not buy it. Power can not compel it. Technology can not create it. It can only come from the human spirit." The challenge now is to turn those words into flesh—into effective action.

In last weekend's radio address launching our reauthorization, you spoke words that seem to me especially pertinent for your town hall meeting on Race and Youth.

"Now we must create more opportunities for people to serve all year long and, through service, to reach out to one another across the lines that divide us."

Steve Waldman makes this same point in the attached column in the current issue of *U.S. News and World Report*: Toiling together will do as much for race relations as talking together.

As an old Civil Rights hand, who respects dialogue (and like you tries to practice it as a way of life), I would put it more strongly: working together across the racial lines that divide us, through sustained citizen service for goals that go beyond race, will do more for race relations than talking together.

As Waldman argues, critics who recommend that the dialogue be accompanied by action mean acts such as appointing more minorities or promoting affirmative action – or they mean more money or new laws. Yet, those are some of the very issues that most divide us. Indeed, I would argue that they are now peripheral issues, and not the way to make a breakthrough.



The breakthrough can come by connecting Americans in nation-wide citizen service, organized to bring people of all backgrounds together, focused on the fundamental needs of children and youth. Turning the tide for millions of young people is the right goal for action to achieve one America. This focus on fulfilling the promise of America for all of America's children is right tactically, strategically, and morally. It is the way to tap the human spirit on the issue that can unite us more than any other: the needs of our children. That's why the Five Fundamental Goals of the Philadelphia Summit are so important, and why the opportunity to rally millions around those goals must not be lost.

It is also the reason that national service, organized to bring people together in teamwork, like the AmeriCorps members in CityYear, is so important. We now have accumulating evidence that people working together is the key to changing attitudes about race. Research shows that national service can significantly help bridge the gap between people of different races. The process of working together in national service helps people to get beyond their stereotypes of different racial groups and to focus on individual character. At the same time, the national service experience helps participants have a greater respect for the realities and challenges that people unlike themselves face. (I am enclosing the executive summary of our study, as well as a Report on supporting diversity in AmeriCorps.)

There are many examples of the potential of citizen service -- people working together in service and through volunteer efforts. Here are just a few examples:

- The AmeriCorps CityYear program that Steve Waldman writes about, and many other Americorps national service project around the country;
- Also, the new CityYear effort called the Young Heroes program in which City Year brings together students in middle schools from the city and the suburbs, black and white, to work together for thirteen consecutive Saturdays on community service projects;
- Service-learning programs in which members of different races work together in schools and the community;
- The Martin Luther King Holiday – what we call “A day on, not a day off” -- can jump-start sustained service endeavors that bring people together across racial lines, and National Volunteer Week and Youth Service Day in April that bring out millions of volunteers;
- The plan of white churches and black churches to work together on rebuilding burned churches, which you hailed at the White House breakfast last summer with religious leaders after the church burning incidents.

These are just some examples of the potential of citizen service to turn the dialogue into action.

My hope is that in Akron and beyond, you concentrate on a call to just such actions -- not concentrate on policy options or legislative proposals. Rather, seek out ideas and models of ways that people of different backgrounds can have a common experience that will shape their attitudes for years to come -- and achieve some of the key goals our children and our nation need.

If you use the Bully Pulpit of the Presidency, with all of your extraordinary power of persuasion, you can make the next years the beginning of Civil Rights II. The goals of the Presidents' Summit were the ones waiting to be pursued when Martin Luther King and Robert Kennedy were killed.

Martin gave us the watchwords. Standing on the steps of the Lincoln Memorial, in delivering his Dream, he said, "We have come to this hallowed spot to remind America of the fierce urgency of now." He spelled out our mission: "Now is the time to open the doors of opportunity to all of God's children."

With respect,

A handwritten signature in black ink, appearing to read "Harris".

Harris Wofford

Harris Wofford

# A Day 'On,' Not a Day Off

SUNDAY, JANUARY 16, 1994

I remember a night in the mid-1950s when my wife and I drove Martin and Coretta King from Baltimore to Washington after Martin had sharply challenged a national black fraternity for spending more money on its weekend convention than the whole annual budget of the NAACP.

Sitting with my wife in the back seat, Coretta told of her recurring nightmare that at the end of the road in the civil rights struggle, Martin would be killed. He leaned back from the front seat and said she should dream instead of all the things that they could do while he was alive. Then he added, "I didn't ask for this. I was asked and said yes." He hummed a line from a spiritual: "The Lord asked me and my soul said yes."

Now, 25 years after Coretta's nightmare became a reality and 10 years since Martin's birthday became a national holiday, what should we do in remembrance of Martin? How should we say "yes"?

We should certainly celebrate and never forget the victories won in that decade of nonviolent direct action. While Martin was alive, the right to vote was won in one-third of our country and segregation laws were struck down everywhere in the land. But Martin would want us to raise our sights to the work yet to be done. In his sermon the night before he was killed, he said he had been to the mountain and seen the Promised Land but might not reach it himself. He was no longer afraid of any man, or death itself, he said. And he was ready to climb the whole range of mountains still ahead.

When he died, he was just trying to move up the next steep slope—the mountain of poverty in our cities, the mountain of class mixed with race, the mountain faced by a generation of young people denied hope and opportunity.

I know, as Bill Clinton said in Memphis last November, that Martin would have found it a scandal to let yet another generation of young Americans fall into a vicious cycle of poverty, drugs, crime, prison and death. He could hardly have imagined that an estimated 100,000 American children will bring guns to school Tuesday. He would not have accepted the epidemic of crime and senseless youth violence that's spreading across cities, suburbs and rural communities in our country.



*"Nothing would have frustrated Martin more than people supposedly honoring him by sitting at home watching TV or sleeping late."*

Given a challenge like that, nothing would have frustrated Martin more than people supposedly honoring him by sitting at home watching TV or sleeping late. The King holiday should be a day "on," not a day off. A day of action, not apathy. A day of responding to community needs, not a day of rest and recreation.

So Congressman John Lewis and I have introduced legislation designed to remember Martin the way he would have liked: a day that reflects his proposition that "everybody can be great because everybody can serve." A day that brings the greatness out in people—especially the young—by bringing them together to make a difference in their communities. Fixing parks, tutoring children, rebuilding schools, feeding the hungry, immunizing children, housing the homeless.

Our legislation is designed to en-

able the current commission to organize the holiday as a fitting tribute to Dr. King, a day of interracial cooperation and community service. It has the strong support of Coretta Scott King. It will reauthorize and link the King Commission, which she chairs, with the Corporation on National and Community Service, which was chartered by the landmark national service bill we enacted last summer. Working together, they will encourage and support service opportunities across the nation in conjunction with the King holiday.

Tomorrow in Pennsylvania we're putting the idea into practice. My entire staff and I have spread out at a dozen sites across our own state, engaging hundreds of Pennsylvanians in local public service and anti-violence efforts in the spirit of this year's holiday theme: "Stop the Killing, Start the Healing and Building."

A number of us will spend the morning working with the United Way of Allegheny County to repair and clean up the Boys and Girls Club of Western Pennsylvania in Wilkesburg. Throughout Philadelphia, we're providing support staff to community police substations. In Harrisburg, we're joining Pennsylvania Service Corps members in repairing and painting apartments for mentally challenged older citizens. In other towns, we'll be marching against violence, serving Meals on Wheels, helping rebuild parks, volunteering in day care centers and tutoring troubled teens.

Community service, in all its forms, is one common sense response to the problem of youth violence. As William Raspberry wrote here last week, we may never be able to change some of the most cold-blooded and violent teenagers. But we have to demand more from our young people instead of expecting less. And most young people want to be asked to give something back to their families and communities, instead of only taking from them.

Rigorous, demanding service can give young people a different kind of "gang." One that does some good, not only for the community but for them. Because it can instill the kind of discipline, work skills, personal responsibility and respect for law that are essential to their becoming productive citizens.

We can put more cops on the street. And we will. We can crack down on career criminals. And we should. We can provide more opportunities for young people to get the education and training they need to be productive, law-abiding citizens. We must. But at some point, we all know there's a limit to what government alone can do to respond. Changing a culture of violence and permissiveness will take all of us, as citizens and parents. And that's what this day ought to be about.

Words—Martin's words—will always be part of what we celebrate. Next to Lincoln's, his are probably the most moving words in American history. But let us remember and honor Martin most of all by his deeds—and by our own.

*The writer is a Democratic senator from Pennsylvania.*

THE KING HOLIDAY, 10 YEARS LATER

America in 1994 is not the same place Sen. Harris **Wofford** described at the beginning of his constructive column on yesterday's op-ed page. The southern laws which sanctioned a dual society, the racially discriminatory places of public accommodation, the state-sponsored voting rights barriers—they've all been swept away. Rev. Martin Luther King Jr., whose birthday is honored today, and the powerful civil rights movement he led deserve much of the credit for that transformation.

Twenty-five years after his death, and a decade after the inauguration of the holiday in his name, it is said that if Dr. King could witness the carnage that is taking place on American streets today, he would be devastated. That is undoubtedly true. But we don't believe his sadness would be confined to the presence of violence. Neither do we believe that crime would be the only problem he would expect this country to be grappling with today.

Appearing at the Mason Temple Church where Dr. King spoke in Memphis the night before he was killed, President Clinton told an audience made up largely of black ministers that "the freedom to die before you're a teenager is not what Martin Luther King lived and died for." Mr. Clinton speculated that if Dr. King witnessed the wave of crime sweeping the country today, he would say, "I did not live and die to see the American family destroyed." We can't know if that is what Dr. King would say. But we do believe, based on what Dr. King was preaching about the night before his death, that his concern about conditions in today's Memphis as well as in other American communities would include street violence, and more.

It's not likely that Dr. King, driving in from the airport to Mason Temple, would have ignored the urban decay, the boarded and dilapidated houses, the homelessness, the closed shops in downtown Memphis—all stark evidence of what he called on his last night the "long years of poverty, their long years of hurt and neglect." Nor would Dr. King miss the reality in today's America of what he referred to in Memphis 25 years ago as "God's children here suffering, sometimes going hungry, going through dark and dreary nights wondering how this thing is going to come out." It was, he said, "the issue," adding: "And we've got to say to the nation: We know it's coming out."

Sen. **Wofford** and Rep. John Lewis, who share Dr. King's outlook all these years later, have sponsored legislation aimed at making the King holiday more than another day off for shopping or resting. They would have the federal holiday become an active day of community service and nonviolent action—the true legacy of Dr. King's life. That last night in Memphis, the man we honor today told the story of the good Samaritan, but in his own way. He said that maybe the man who fell among thieves was left behind by the two upstanding passers-by, because they were too busy. Or he said maybe "they felt that it was better to deal with the problem from the causal root, rather than to get bogged down with an individual." Or maybe, said Dr. King, they were afraid; they thought the injured man on the ground was merely faking and would harm them. The question of one passer-by: "If I stop to help this man, what will happen to me?" was the wrong one to ask, he said. The good Samaritan, the one who got down from his beast and gave assistance, asked himself: "If I do not stop to help this man, what will happen to him?" That was the right one, Dr. King said. The good Samaritan "decided not to be compassionate by proxy," preached Dr. King. Sen. **Wofford** and Rep. Lewis are right to believe that that is the way the King holiday should be observed.

PHILADELPHIA INQUIRER

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# King day becomes a 'day on' in Phila.

Serve the community on his birthday, former Sen. Harris Wofford urged. Now, students and teachers can.

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By Martha Woodall  
INQUIRER STAFF WRITER

At the ceremonial ringing of the Liberty Bell during last year's observance of Martin Luther King's Birthday, former Sen. Harris Wofford made a suggestion to Mayor Rendell: Instead of just taking the day off from school, Philadelphia students should spend it performing community service.

Yesterday, flanked by an array of civic, education and religious leaders, Rendell announced that the city's more than 200,000 public-school students — and their teachers — would be encouraged to do just that on Jan. 15.

In August 1994, President Clinton signed an act promoting the King holiday as a day of service. But Philadelphia students did not participate in last year's fledgling effort to transform the holiday from a "day off" to a "day on."

## Wofford's role

Rendell recalled Wofford's saying last year that "the best way to celebrate Dr. King's life was to dedicate a day of service to the community." The former senator had played a major role in enlarging the national King observance to include community service; he is now chief executive officer of the Corporation for National Service in Washington.

Wofford is co-chairman of the first "Martin Luther King Jr. Day of Community Service for Philadelphia Students" with the Rev. Joseph Patterson, president of the Black Clergy of Philadelphia and Vicinity. Wofford had been scheduled to announce the new program, but he was unable to attend yesterday's briefing because his wife, Clare, had died a few hours earlier. (Obituary, Page B6)

"It was particularly sad that she died this morning," Rendell said, "because Sen. Wofford was the architect of what we are announcing."

The day has the blessing of the Philadelphia Federation of Teachers and the enthusiastic support of Philadelphia School Superintendent David Hornbeck.

## A request for schools

PFT President Ted Kirsch has sent a memo to his members, urging them "to talk to their students about community service as reflective of King's life and teaching." Schools will be asked to organize groups of students to volunteer for a community-service project, he said.

Hornbeck's Children Achieving agenda for school reform includes a component on citizenship. Yesterday, he said schools had a "central role in building good citizens."

"How do you do that?" he wondered aloud. "I guess some people think that you sit around and read about citizenship in books, or you get told about citizenship by other people. And those are important things." But, he added, "I would argue that every single one of us in our lifetime has learned best by doing. . . . Community service, in my judgement, is the *doing* of citizenship."

Several high school students who attended the City Hall briefing said that helping others — carrying out Dr. King's philosophy — would be a far greater tribute than just repeating his words.

"I think it's an excellent idea," said Michelle Miller, a senior at William Penn High School. "It should have been proposed years ago."

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## Service efforts planned for King holiday

For AmeriCorps members who serve with DownEast Community Health Corps in the Lubec area, the Martin Luther King Jr. federal holiday on January 15 will be a day on, not a day off, as they join citizens and groups around the country in service to their communities.

AmeriCorps members will honor Dr. King's legacy by cleaning the Lubec Memorial Library.

"We best remember Dr. King by making his holiday a day of action, not apathy — a day of responding to community needs, not a day of rest and recreation," says Ken Schmidt, director of the DownEast Community Health Corps.

AmeriCorps members join hundreds of programs supported by the Corporation for National Service that are taking the lead in organizing the King holiday service efforts. The corporation, created with strong bipartisan support by Congress, the President, and community groups nation-

wide in 1993, is a public/private partnership based in the non-profit sector that administers three national service initiatives: AmeriCorps, including AmeriCorps\*VISTA and AmeriCorps\*National Civilian Community Corps (25,000 members, with 438 local and national sponsors); The National Senior Service Corps (500,000 members in the Foster Grandparents program, Senior Companions, and the Retired and Senior Volunteer Program); and Learn and Serve America (750,000-plus members providing models and resources for teachers integrating service into K-12 and college classrooms).

"The King holiday brings out the greatness in people by bringing them together to make a difference in their communities — fixing parks, tutoring children, repairing schools, feeding the hungry, immunizing children and housing the homeless," says CEO Harris Wofford.

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OBSERVER

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## Celebrating King Holiday by Doing Community Service

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**In Our Opinion**

# A wonderful way to honor Dr. King

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If you're over 40, you may remember the ragging Lady Bird Johnson took as first lady in the mid-1960s for her anti-littering campaign and other efforts to "beautify America."

You also probably remember that far more Americans at the time routinely tossed Coke bottles out the car or bus window without a thought — or evil glare from anyone else.

Johnson's idea of treating your trash in public the way you do at home helped bring about a productive change in the social conscience of many Americans. The concrete result was cleaner cities and roadsides.

In that light, the effort to transform commemoration of Martin Luther King's birthday into a day of national service has real merit and potential.

The proposal was the brainchild of Pennsylvania's former U.S. Sen. Harris Wofford. It gained sanction with a bill President Clinton signed last year, empowering the U.S. commission for the King holiday and the federal Corporation for National Service (which Wofford now heads) to promote King's birthday as a day on, not a day off.

King was born on Jan. 15; the public holiday is the third Monday in January. This year, that's the same day.

It's a fine beginning that the Philadelphia public schools are encouraging students and others to celebrate King's birthday through some act of service. The broad range of suggestions from the Corporation for National Service includes removing graffiti, visiting the elderly, tutoring

children or adults, planting trees, donating blood.

The vision is that, like King, individuals will commit — starting with a day — to improving our human community without regard to race, culture, economic status or other difference.

In these cynical and competitive times, it can be too easy to forget how simple messages transmitted to our children and ourselves can have positive effect on our behavior and sur-

roundings. The nobler sides of patriotism, for example, have some of their roots in widespread habits like reciting the Pledge of Allegiance and singing "The Star-Spangled Banner."

Observing Dr. King's birthday as a day of service is the kind-of simple but worthy idea that, even as the cynics snicker, may plant desperately needed seeds of a more civil and less selfish society. ■

# Giving life to a dream whose time has come

**B**y now, I figured our celebration of the life of Dr. Martin Luther King Jr. would have degenerated into a day of discount shopping and meat-loafing. It's the American Way.

It's the way we "celebrate" the lives of George Washington and Abraham Lincoln. These two towering figures now share a holiday that honors neither.

Didn't start out that way. There was a grace period when Lincoln's life was commemorated with dignity. Then it became a great day for a penny sale.

So it figured that Dr. King would be accorded the same sort of respectful grace period before the crass brothers of commercial exploitation hung sale signs off his memory.

Bold headlines advertising the "March on Washington Avenue" discount furniture warehouse sale or the "I have a dreamboat" luxury auto closeout seemed inevitable. If they did it to the Father of Our Country and The Great Emancipator, the memory of a man who changed America in ways it didn't want to be changed didn't figure to escape unscathed.

After all, it took years of badgering

and bargaining before Congress honored Dr. King with a paid holiday. Stevie Wonder almost sang himself hoarse.

But the keepers of his flame have not rested. They continued to push until they got an act of Congress creating a national day of service in Dr. King's honor.

Harris Wofford, who marched with King in places like Selma, Ala., introduced the legislation in the Senate and ramrodded it through the legislative mill. It may be the most memorable act of his brief Senate tenure.

Wofford runs the Corporation for National Service, and he's local co-chair of a committee working to involve hundreds of Philadelphia public school students — and their families — in a day of service to honor King.

Mayor Rendell, Schools Superintendent David Hornbeck, school board Vice President Floyd Alston and a half-dozen lawmakers and school officials marked the official kickoff of the city's day of service in the mayor's reception room.

The man most responsible for the momentum this idea is gathering locally was not there. Wofford's wife, Clare, died yesterday after a long illness.

Clare Wofford was an activist to the end. She would have been in service next to her husband on the 15th or maybe leading her own service project.

But the memory of her history of service should prove to be a catalyst for this year's service day in Philadelphia.

The leaders of this movement look

committed enough. And if the dozen public school students who attended the press briefing yesterday are typical, there won't be any shortage of answers to Wofford's call to action.

Not this year anyway. They're signing up students to work on projects for Habitat for Humanity, which builds housing for the needy, to provide services for senior citizens and the homeless. Some are inventing their own service projects.

"We're encouraging young people to go to homeless shelters or to get involved in voter registration," said Teta Banks, who is with the King Center for Nonviolence. "We're encouraging them to do it as families."

Hornbeck envisions hundreds of children involved in park cleanups, tree-planting, running errands for senior citizens and tutoring younger children. But the challenge is to maintain the momentum and build on it.

"It's right that we celebrate his work with work," said the Rev. Joseph Patterson, president of the Black Clergy of Philadelphia and Vicinity. "And there's plenty to do."

"I just don't want to see it dissipate when the flavor is gone."

That's my concern, too. In a few years this could be an idea whose time has come and gone — unless it is transformed into a tradition.

If the idea of national service is to become ingrained, it is probably going to have to take root in the school children

who are being asked to give up their day off for a day on. I'm afraid the rest of us may be too far gone.

David Hornbeck, who pioneered the concept of a public service requirement as a condition of high school graduation while he was in Maryland, may be the right man at the right time for this job.

"It took eight years before it became law in Maryland," Hornbeck recalled. "I was gone by then. But it's working there."

"I think community service is something every student should participate in on the elementary and secondary levels. It's a terrific reflection of good citizenship."

"Schools have always had a responsibility to teach citizenship. In Maryland, the community got some work done and a lot of adults who had the view that all kids were bad saw students in a very different light."

"In Baltimore, we had 15 children trained as hospice workers to help dying people. Their whole lives got changed."

"It developed a whole new set of connections for our schools. Adults had to take kids seriously."

That doesn't happen overnight and it won't happen without some resistance from people who think the concept of free work went out with Lincoln.

But it wouldn't be the first time America had to be dragged, kicking and screaming, to a better place. That was the story of Dr. Martin Luther King Jr.'s



ELVIRA SMITH

MARTIN LUTHER KING DAY  
J A N U A R Y 2 0 , 1 9 9 7

# A DAY ON NOT A DAY OFF

On Monday, January 20, 1997, Americans across the country will celebrate the King Holiday, honoring the life and work of Martin Luther King. As they have for the last eleven years, students will stay home from school and adults will stay home from work. But while we are not studying or working, what can we do to commemorate this important day? King answers that question for us with a challenge:

*"Life's persistent and most urgent question is: 'What are you doing for others?'"*

# A Day On—Not A Day Off

“The King Holiday should be a day on, not a day off. A day of action, not apathy. A day of responding to community needs, not a day of rest and recreation.”

— *Harris Wofford, Chief Executive Officer of the Corporation for National Service and a Cosponsor of the King Holiday and Service Act as a Senator from Pennsylvania*

At the heart of Martin Luther King's philosophy was the concept of service. He believed that a person's worth should not be measured by his or her color, culture, or class but rather by his or her commitment to making a better life for all. He often stated that a definition of a successful life must include service to others.

On August 23, 1994, President Clinton signed the King Holiday and Service Act, designed to transform the observance of Martin Luther King's birthday into a day of service that reflects his life and teaching — bringing people together around the common focus of service to others and breaking down the social and economic barriers that divide us as a nation.

National service is a powerful asset in delivering the promise of the King Holiday. The million Americans involved in national service — from school-age students engaging in service-learning, to AmeriCorps Members performing a year of service for their communities, to members of the National Senior Service Corps dedicating their experience and talent to addressing the needs of our society — can recruit, train, and organize millions more in a day of service that will join people of different backgrounds in a common mission of meeting community needs.

“Everybody can be great because everybody can serve. You don't have to have a college degree to serve. You don't have to make your subject and verb agree to serve. You don't have to know about Plato and Aristotle to serve .... You only need a heart full of grace. A soul generated by love. And you can be that servant.”

— *Martin Luther King*

## King Holiday 1997

This year the service community will remember and honor King with a day that reflects his proposition that “everybody can be great because everybody can serve” — a day that brings out the greatness in people by bringing them together to make a difference in their communities.

### HERE ARE ONLY A FEW OF THE WAYS THAT WE CAN BRING PEOPLE TOGETHER THROUGH SERVICE ON THIS DAY:

- ★ tutoring children and adults
- ★ feeding the hungry, packing lunches, delivering meals, stocking a pantry
- ★ restoring a school and adding to its resources
- ★ teaching citizenship classes
- ★ translating books and documents into other languages
- ★ recording books for the blind
- ★ restoring the beauty of a public space
- ★ donating blood and helping register bone marrow and organ donors
- ★ renovating low-income and senior housing
- ★ participating in local neighborhood watches
- ★ teaching literacy to those in jail or prison
- ★ celebrating history and heritage with senior citizens and veterans
- ★ building a playground on a vacant lot
- ★ helping to break the cycle of crime, fear, and violence by encouraging twenty-four hours of peace
- ★ removing graffiti and replacing with a community-designed mural
- ★ helping people through the winter, weatherizing homes, providing warm clothing, digging them out of the snow
- ★ expanding horizons by school-to-work career training
- ★ greening, planting trees, installing window boxes for the homebound
- ★ reducing prejudice by serving together across religions, race, and physical abilities

# How To Get Started.

## 1. THINK.

Ask individuals at schools, shelters, hospitals, or housing units: "What do you need?" Do schools need basic repairs? Do classrooms need paint? Do libraries need books or do their books need to be repaired? Do schoolyards need sprucing up, or does playground equipment need some work? Are donations of art supplies, computers, and equipment needed?

Shelters, housing units, and community centers can always use volunteers and supplies. Do shifts. Conduct programs for adults and children. Repair what's broken. Find equipment that's needed (like washers and computers). Fill clothes, food, and sundries pantries.

Hospitals and nursing homes need visitors and activities. Plan a celebration with storytelling such as "history as I saw it" presentations from senior citizens who lived through the civil rights movement. Plan for dancing and food. Ask and listen to the stories, then write them down and present them as booklets for their children and grandchildren.

## 2. THINK BIG.

If you have already done such activities successfully in the past, take them one step further. Make sure that you coordinate with all the streams of service — by bringing in schoolchildren through Learn and Serve, full-time national service participants through AmeriCorps, the talent and experience of citizens who are part of the National Senior Service Corps, and community volunteers.

Educate others. Host a forum or a town meeting on community issues. Use your expertise and gifts to conduct seminars and training classes. Teach others about environmental issues, health care, literacy, history, and cultural perspectives. Train individuals in mediation and conflict resolution — and follow up with a service project.

Reach out to other civic, education, and volunteer organizations and serve together. Plenty of organizations bring people together in service for the common good — consider churches and synagogues, volunteer centers, Boys and Girls Clubs, 4H clubs, the Lions Club, corporate volunteer councils, the City Cares network, VFW chapters, community libraries, the Scouts, and sororities and fraternities. Contact local & state King Holiday Commissioners.

## 3. THINK BIGGER.

Persuade the K-12 school system, college and university leaders, teachers associations, and PTAs to plan a day in which all students and teachers—with parents and school volunteers—are asked to work together on one or more service projects.

*Capture the imagination of the public.*

Take over a neighborhood for the day, engaging the community in each step of the way. Start the morning with physical training in the park, then clean it up. Ask children to make sandwiches for the hungry and to paint a celebration mural. Lead a Peace Patrol with local law enforcement to identify crime magnets and schedule them for closure. Engage local merchants and employers, asking for in-kind donations and the participation of their employees. Close the streets for the day, sweep every inch of ground, and bring in local artisans and performers. Weatherize the homes of the elderly. Bring in health care professionals to volunteer their services for the day and provide screening and shots. Have a party and give out awards to role models — local heroes, scholars, elected officials, etc.

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## Get Things Done for America

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Set goals. • Recruit partners. • Engage the public •  
Create around the obstacles

*Too much snow?* Do a "Big Dig" and shovel out neighbors, schools, senior citizens' homes, and libraries.

*Observances other than service?* Assist them in their traditional ceremonies and then invite them to join you in community service following.

*It's a Day Off!* "The greatest birthday gift my husband could receive is if people of all racial and ethnic backgrounds celebrated the Holiday by performing individual acts of kindness through service to others. Remember, it's not a day off - it's a day on!" - Coretta Scott King

## Themes to Guide Service

# *Quotes from Martin Luther King, Jr.*

“Everybody can be great, because everybody can serve.”

“Every man [or woman] must decide whether he [or she] will walk in the creative light of altruism or the darkness of destructive selfishness. This is the judgment. Life’s persistent and most urgent question is, ‘What are you doing for others?’”

“Make a career of humanity ... and you will make a greater person of yourself, a greater nation of your country, and a finer world to live in.”

“We are prone to judge success by the index of our salaries or the size of our automobiles, rather than by the quality of our service and relationship to humanity.”

“I have a dream that my children will one day live in a nation where they will not be judged by the color of their skin but by their character.”

“Now let me say that the next thing we must be concerned about if we are to have peace on earth and good will toward men is the nonviolent affirmation of the sacredness of all human life. Every man is somebody because he is a child of God.”

“Love is the only force capable of transforming an enemy into a friend.”

“Human salvation lies in the hands of the creatively maladjusted.”

“An individual has not started living until he can rise above the narrow confines of his individualistic concerns to the broader concerns of all humanity.”

“The good neighbor looks beyond the external accidents and discerns those inner qualities that make all men human and therefore, brothers.”

“As long as there is poverty in the world I can never be rich, even if I have a billion dollars. As long as diseases are rampant and millions of people in this world cannot expect to live more than twenty-eight or thirty years, I can never be totally healthy even if I just got a good checkup at Mayo Clinic. I can never be what I ought to be until you are what you ought to be. This is the way our world is made. No individual or nation can stand out boasting of being independent. We are interdependent.”

“I have the audacity to believe that people everywhere can have three meals a day for their bodies, education and culture for their minds, and dignity, equality, and freedom for their spirits. I believe that what self-centered men have torn down, other-centered men can build up.”

**QUESTIONS? CALL THE CORPORATION'S PUBLIC  
LIAISON OFFICE AT (202) 606-5000 WWW:ACNS.GOV**

## CORPORATION FOR NATIONAL AND COMMUNITY SERVICE

### Availability of Funds for Grants to Support the Martin Luther King, Jr. Service Day Initiative

**AGENCY:** Corporation for National and Community Service.

**ACTION:** Notice of Availability of Funds.

**SUMMARY:** Pursuant to the King Holiday and Service Act of 1994, which amended the National and Community Service Act of 1990, the Corporation for National and Community Service (the Corporation) seeks to mobilize more Americans to observe the Martin Luther King, Jr. Federal Holiday as a day of service in communities and to bring people together around the common focus of service to others.

Specifically, under Section 12653(s) of the National and Community Service Act of 1990, as amended, the Corporation is authorized to pay for the Federal share of the cost of planning and carrying out service opportunities in conjunction with the Federal legal holiday honoring the birthday of Martin Luther King, Jr. on January 19, 1998.

Accordingly, the Corporation announces the availability of individual grants up to \$5,000 for service projects under the Martin Luther King, Jr., Day of Service initiative. The Corporation plans to provide a total of between \$100,000 and \$225,000 in grants depending upon the quality of applications.

**DATES:** The deadline for submission of applications is September 30, 1997. Applications, one with original signature and two copies, must be received by the Corporation at the address listed below no later than 5:00 p.m. Eastern Daylight Time on that date. Applications may not be submitted by facsimile.

**ADDRESSES:** Applications may be obtained from, and must be submitted to, the following address: MLK Day of Service, The Corporation for National Service, 1201 New York Avenue, NW, 8th Floor, Washington, DC 20525.

**FOR FURTHER INFORMATION CONTACT:** For further information, contact Rhonda Taylor at 202-606-5000 ext. 282. This notice may be requested in an alternative format for the visually impaired by calling 202-606-5000, ext. 260. The Corporation's T.D.D. number is 202-565-2799 and is operational between the hours of 9 a.m. and 5 p.m. Eastern Daylight Time.

### SUPPLEMENTARY INFORMATION

#### Background

The Corporation is a Federal government corporation that engages Americans of all ages and backgrounds in community-based service. This service addresses the nation's education, public safety, environmental, or other human needs to achieve direct and demonstrable results with special consideration to service that effects the needs of children. In doing so, the Corporation fosters civic responsibility, strengthens the ties that bind us together as a people, and provides educational opportunity for those who make a substantial commitment to service. The Corporation supports a range of national service programs including AmeriCorps, Learn and Serve America, and the National Senior Service Corps.

Pursuant to the National and Community Service Act of 1990, as amended, the Corporation may make grants to share the cost of planning and carrying out service opportunities in conjunction with the

months, beginning not sooner than November 1, 1997 and ending not later than June 30, 1998. Grants provided for this program, together with all other Federal funds used to plan or carry out the service opportunity, may not exceed 30 percent of the cost of planning and carrying out the service opportunity. In determining the non-Federal share of the costs of the program supported by the grant, the Corporation may consider in-kind contributions (including facilities, equipment, and services) made to plan and carry out the service opportunity. Grants under this program constitute Federal assistance and therefore may not be used primarily to inhibit or advance religion in a material way.

### **Eligible Applicants**

By law, any entity otherwise eligible for assistance under the national service laws shall be eligible to receive a grant under this announcement. The applicable laws include the National and Community Service Act of 1990, as amended, and the Domestic Volunteer Service Act of 1973, as amended.

Eligible applicants include, but are not limited to: nonprofit organizations, State Commissions, state and local governments, institutions of higher education, local education agencies, educational institutions, private organizations that intend to utilize volunteers in carrying out the purposes of this program, and foundations.

The Corporation especially invites applications from organizations with the experience and commitment to fostering service on Martin Luther King, Jr. Day, including applicable State Martin Luther King, Jr. Commissions, local education agencies, faith-based partnerships, Volunteer Centers of the Points of Light Foundation, and United Ways and other community-based agencies.

Grant recipients from the 1997 Martin Luther King, Jr., Day of Service Initiative will be eligible only if in compliance with the terms of that grant award.

Pursuant to the Lobbying Disclosure Act of 1995, an organization described in section 501(c)(4) of the Internal Revenue Code of 1986, 26 U.S.C. 501(c)(4), which engages in lobbying activities, is not eligible.

### **Overview of Application Requirements**

To be considered for funding applicants should submit the following in the required format:

1. An Application for Federal Assistance, Standard Form 424.
2. A Project Narrative in the prescribed format describing:
  - a. Clearly-defined service activities being planned in observance of Martin Luther King, Jr. Day, some of which must take place on the legal Federal holiday (January 19, 1998), but which may extend for the budget period (November 1, 1997 through June 30, 1998).
  - b. The partnerships in the local community that are being engaged in support of the day and/or a description of sustained service activities over a period of time.
  - c. The organization's background and capacity to carry out this program.
  - d. The proposed staffing of the activity.
3. A Budget Form.
4. A Budget Narrative.
5. A signed Certification and Assurances form relating to conditions attendant to the receipt of federal funding.
6. Three complete copies (one original and two copies) of the application.

**Instructions for Budget**

The Corporation requires budgets to be shown separately by function or activity. All applications should contain a breakdown by the object class categories shown on the budget form.

**NOTE: A DETAILED BUDGET NARRATIVE, IDENTIFYING AND FULLY JUSTIFYING EACH LINE ITEM AND COST INCLUDED IN THE BUDGET, MUST ACCOMPANY THE BUDGET FORM.**

If in-kind contributions are included, provide a brief explanation on a separate sheet, unless covered in Budget Narrative Justification. Explain amounts for individual direct object class categories that may appear to be out of the ordinary or provide details as required by the Corporation.

In columns (3) through (5), enter the appropriate amounts of Federal and non-Federal funds in either Section (1), Volunteer Support Expenses, or Section (2), Volunteer Expenses, by object class category. Enter total costs for each line item in Column (3). Costs requested for funding in this grant are to be entered in Column (4). Costs covered by *non-federal* resources are to be entered in Column (5). Any costs covered by any other federal sources of funds, including grants for any national service program such as Americorps, Americorps\*VISTA, National Senior Service Corps, or Learn and Serve America, may *not* be used as non-federal resources to match Corporation funds for this grant. Grant funds provided for this program, together with all other federal funds used to plan or carry out the service opportunity, may not exceed 30 percent of the total program cost.

**Section (1), VOLUNTEER SUPPORT EXPENSES:**

**a. Personnel (Project).** Persons currently employed or to be employed by applicant organization for the grant activities. Enter the total amount of Federal and non-Federal funds estimated for salaries and wages of each individual to be charged to the grant project. The total cost column should show the salary cost for each individual prorated for percent of time spent on the project and percent of the annual salary according to the project begin and end dates.

**b. FRINGE BENEFITS.** List the fringe benefits and total cost dollars in ratio to the percentage of time spent on the project.

**c. TRAVEL.** This item is only for travel by staff listed under Project Personnel in (1)a. All travel must be for the purpose of supporting the grant activities described in the application. Any anticipated travel away from the project site should be explained in full along with cost calculation.

**d. COMMUNICATIONS, e. SUPPLIES, f. PRINTING/PHOTOCOPYING.** Itemize and justify in budget narrative.

**g. CONTRACTUAL SERVICES.** Includes consultant costs.

**h. OTHER.** Include the total of all Volunteer Support Expenses not included in lines a through g.

**I. INDIRECT CHARGES.** If applicable, enter total indirect charges applicable to Volunteer Support. In your Budget Narrative Justification, enter the type of indirect rate (provisional, predetermined, final or fixed) that will be in effect during the funding period, the estimated amount of the base to which the rate is applied, and the total indirect expense. Attach a copy of your current negotiated indirect cost agreement with name of Federal agency and date.

**Section(2), VOLUNTEER EXPENSES:**

**a. BENEFITS/RECOGNITION.** Enter the volunteer benefits, such as meals, insurance, uniforms, recognition, etc.

**b. TRAVEL.** Includes all volunteer transportation costs, chargeable to the project activity.

**c. OTHER.** Includes all other Volunteer Expenses not included in lines a or b. Provide detail in narrative.

**Section(3), TOTAL COSTS:**

Enter the sum of all project costs.

**Section(4), PERCENTAGES:**

Enter the percentage of costs represented by the Federal Funds Requested and Non-Federal Resources. Grant funds requested may not exceed 30% of the total cost of the project.

## Instructions for Standard Form 424

This is a standard form used by applicants as a required facesheet for preapplications and applications submitted for Federal assistance. It will be used by Federal agencies to obtain applicant certification that States which have established a review and comment procedure in response to Executive Order 12372 and have selected the program to be included in their process, have been given an opportunity to review the applicant's submission.

### ITEM          ENTRY

1. Self-explanatory.
2. Date application submitted to Federal agency (or State if applicable) & applicant's control number (if applicable).
3. State use only (if applicable).
4. If this application is to continue or revise an existing award, enter present Federal identifier number. If for a new project, leave blank.
5. Legal name of applicant, name of primary organizational unit which will undertake the assistance activity, complete address of the applicant, and name and telephone number of the person to contact on matters related to this application.
6. Enter Employer Identification Number (EIN) as assigned by the Internal Revenue Service.
7. Enter the appropriate letter in the space provided.
8. Check appropriate box and enter appropriate letter(s) in the space(s) provided:
  - "New" means a new assistance award.
  - "Continuation" means an extension for an additional funding/budget period for a project with a projected completion date.
  - "Revision" means any change in the Federal Government's financial obligation or contingent liability from an existing obligation.
9. Name of Federal agency from which assistance is being requested with this application.
10. Use the Catalog of Federal Domestic Assistance number and title of the program under which assistance is requested.
11. Enter a brief descriptive title of the project. If more than one program is involved, you should append an explanation on a separate sheet. If appropriate (e.g., construction or real property projects), attach a map showing project location. For preapplications, use a separate sheet to provide a summary description of this project.

### ITEM          ENTRY

12. List only the largest political entities affected (e.g., State, counties, cities).
13. Self-explanatory.
14. List the applicant's Congressional District and any District(s) affected by the program or project.
15. Amount requested or to be contributed during the first funding/budget period by each contributor. Value of in-kind contributions should be included on appropriate lines as applicable. If the action will result in a dollar change to an existing award, indicate only the amount of the change. For decreases, enclose the amounts in parentheses. If both basic and supplemental amounts are included, show breakdown on attached sheet. For multiple program funding, use totals and show breakdown using same categories as item 15.
16. Applicants should contact the State Single Point of Contact (SPOC) for Federal Executive Order 12372 to determine whether the application is subject to the State intergovernmental review process.
17. This question applies to the applicant organization, not the person who signs as the authorized representative. Categories of debt include delinquent audit disallowances, loans and taxes.
18. To be signed by the authorized representative of the applicant. A copy of the governing body's authorization for you to sign this application as official representative must be on file in the applicant's office. (Certain Federal agencies may require that this authorization be submitted as part of the application). Note that falsification or concealment of a material fact, or submission of false, fictitious or fraudulent statements or representations to any department or agency of the United States Government may result in a fine of not more than \$10,000 or imprisonment for not more than five (5) years, or both. (18 U.S. Code Section 1001.)

Instructions for Part I

Page 1

SF 424 (REV 4-88)

**CORPORATION FOR NATIONAL SERVICE**  
**Martin Luther King, Jr.**  
**Service Day Initiative**

**CERTIFICATION SIGNATURE:** By signing this Certification page, the applicant certifies that it will agree to perform all action and support all intentions stated in the following Certifications.

Certification: Department, Suspension, and Other Responsibility Matters.

Certification: Drug-Free Workplace.

Certification: Lobbying Activities

Further, the applicant certifies that it is an eligible applicant, and is not an organization described in Section 501 (c)(4), of the Internal Revenue Code of 1986, 26 U.S.C. 501 (c)(4), which engages in lobbying activities.

**Organizing Name:** \_\_\_\_\_

**Name and Title of Authorized Representative:** \_\_\_\_\_

Name

\_\_\_\_\_

Title

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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**ASSURANCES SIGNATURE:** By signing this assurance page, the applicant certifies that it will agree to perform all actions and support all intentions stated in all Assurances.

**Organization Name:** \_\_\_\_\_

**Name and Title of Authorized Representative:** \_\_\_\_\_

Name

\_\_\_\_\_

Title

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Note: This form must be signed and included in the application.**

## **CERTIFICATION AND ASSURANCES INSTRUCTIONS**

By signing the Certification and Assurances form, the applicant certifies that it will agree to perform all actions and support all intentions stated in the Certifications and Assurances. Please read all the information below before signing the form.

### **1. Inability to Certify**

The inability of a person to provide the certification required below will not necessarily result in denial of a grant. The applicant must submit an explanation of why it cannot provide the certification set out below. The certification or explanation will be considered in connection with the Corporation determination whether to enter in to this transaction. However, failure of the applicant to furnish a certification or explanation shall disqualify such applicant for a grant.

### **2. Erroneous Certification**

The certification in this clause is material representation of fact upon which reliance was placed when the Corporation determined to enter into this transaction. If it is later determined that the applicant knowingly rendered an erroneous certification in addition to other remedies available to the Federal Government the Corporation may terminate this transaction for cause or default.

### **3. Notice of Error in Certification**

The applicant shall provide immediate written notice to the Corporation to whom this proposal is submitted if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

### **4. Definitions**

The terms "covered transaction", "debarred", "suspended", "ineligible", "lower tier covered transaction", "participant", "person", "primary covered transaction", "principal", "proposal", and "voluntarily excluded" as used in this clause, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549. An applicant shall be considered a "prospective primary participant in a covered transaction" as defined in the rules implementing Executive Order 12549. You may contact the Corporation for assistance in obtaining a copy of those regulations.

### **5. Certification Requirement for Subgrant Agreements**

The applicant agrees by submitting this proposal that should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the Corporation.

### **6. Certification Inclusion in Subgrant Agreement**

The applicant further agrees by submitting this proposal that it will include that clause titled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion-Lower Tier Covered Transactions", provided by the Corporation, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

### **7. Certification of Subgrant Principles**

A grantee may rely upon a certification of a prospective participant in a lower-tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A grantee may decide the method and frequency by which it determines the eligibility of its principals. Each grantee may but is not required to check the Nonprocurement List.

### **8. Prudent Person Standard**

Nothing contained in the foregoing shall be construed to require establishment of system of records in order to render in good faith the certification required by this clause. The knowledge and information of a grantee is not required to exceed that which is normally possessed by a prudent person is the ordinary course of business dealings.

### **9. Non-Certification in Subgrant Agreements**

Except for transactions authorized under paragraph 6 of these instructions, if a grantee knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction in addition to other remedies available to the Federal Government, the department or agency may terminate this transaction for cause or default.

## **CERTIFICATIONS**

### **Certification-Debarment, Suspension, and other Responsibility Matters.**

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, Section 85510, Participants' responsibilities. The regulations were published as Part VII of the May 26, 1988 Federal Register (pages 19160-19211).

A. The applicant certifies to the best of its knowledge and belief, that it and its principals:

\* Are not presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from covered transactions by any Federal department or agency.

\* Have not within a three year period preceding this proposal been convicted for had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property.

\* Are not presently indicted for or

These include but are not limited to: Title VI of the Civil Rights Act of 1964 (PL 88-352) which prohibits discrimination on the basis of race, color, or national origin; (b) Title IX of the Education Amendments of 1972 as amended (20 U.S.C. 1681-1683 and 1685-1186) which prohibits discrimination on the basis of sex (c) section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C 794), which prohibits discrimination on the basis of disability (d) The Age Discrimination Act of 1975, as amended (42 U.S.C 6101-6107) which prohibits discrimination on the age (e) The Drug Abuse Office and Treatment Act of 1972 (PL 92-255) as amended relating to nondiscrimination on the basis of drug abuse; (f) The Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (PL 91-616) as amended relating to nondiscrimination on the basis of alcohol abuse or alcoholism (g) 523 and 527 of the Public Health Service Act of 1912 (42 U. S.C.290dd-3 and 290ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.) As amended relating to nondiscrimination in the sale rental or financing of housing; (i) any other nondiscrimination provisions in the National and Community Service Act of 1990, as amended; and (j) the requirements of any other nondiscrimination statute (s) which may apply to the application.

\* Will comply or has already complied with the requirements of Titles II and III of the Uniform Relocation assistance and Real Property Acquisition Policies Act of 1970 (PL 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or Federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

\* Will comply, with provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

\* Will comply, as applicable with the provisions of the Davis-Bacon Act

(40 U.S.C. 276a and 276a-77), the Copeland Act (40 U.S.C 276e and 18 U.S.C.. 874), and the Contract Work Hours Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for Federally assisted construction sub-agreements.

\* Will comply, if applicable with flood insurance purchase requirement of Section 102 (a) of the flood Disaster Protection Act of 1973 (PL 93-234) which requires the recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.

\* Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environment quality control measures under the National Environmental Policy Act of 1969 (PL 91-190) and Executive Order (E.O.) 11514; (b) notification of violating facilities pursuant to E.O. 11738; (c) protection of wetlands pursuant to E.O. 11990; (d) evaluation of flood hazards in floodplains in accordance with E.O. 11988; (e) assurance of project consistency with the approved state management program developed under the Coastal Zone Management Act of 1972 (16U.S.C. 1451 et seq.); (f) conformity of Federal actions to State (Clean Air) implementation Plans under Section 176 (c) of the Clean Air Act of 1955 as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (PL 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended (PL 93-205).

\* Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. 1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

\* Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C.170), E.O. 11593 (identification and protection of historic properties) and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C.469a-1 et seq.).

\* Will comply with PL 93-348 regarding the protection of human

subject involved in research, development and related activities supported by this award of assistance.

\* Will comply with the Laboratory Animal Welfare Act of 1966 (PL 89-544 as amended 7 U.S.C. 2131 et seq.) pertaining to the care handling and treatment of warm-blooded animals held for research, teaching or other activities supported by this award of assistance.

\* Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. 4801 et seq.) Which prohibits the use of lead based paint in construction or rehabilitation of residence structures.

\* Will cause to be performed the required financial and compliance audits in accordance with the Single Audit act of 1984 or OMB Circular A-133. Audits of Institutions of Higher Learning and other Non-profit Institutions.

\* Will comply with all applicable requirements of all other Federal laws Executive orders regulations and policies governing this program.

In addition, all recipients of Corporation assistance under this application are required to assure that the recipient:

\* Will keep such records and provide such information to the Corporation with respect to the program as may be required for fiscal audits and program evaluation.

\* Will not use the assistance to replace State and local funding streams that had been used to support programs of the type eligible to receive Corporation support. For any given program, this condition will be satisfied if the aggregate non-Federal expenditure for the program in the fiscal year that support is to be provided is not less than the previous fiscal year.

\* Will use the assistance only for a program that does not duplicate, and is in addition to, an activity otherwise available in the locality of the program.

\* Will comply with the Notice, Hearing, and Grievance Procedures found in 176 of the Act.

\* Will comply with the nondisplacement rules found in 177 (b) of the Act.



Record Type: Record

To: Elena Kagan/OPD/EOP

cc: Bruce N. Reed/OPD/EOP, Laura Emmett/WHO/EOP

Subject: Service and race

FYI, the President sent a note to Bruce and Todd Stern about an article in last week's USA Today by Andrea Stone, which was critical of progress since the service summit. He wrote, "We should send our summit update to this author -- seek to merge our race/service initiatives more."

I am following up with Ann Lewis's office to get the piece to the reporter, but I thought you'd be interested that he made the connection. The article refers to the race initiative by saying the President "now devotes his bully pulpit to other concerns [than service], such as race."



## The National Kindness & Justice Challenge

### CONCEPT

*Do Something*, in partnership with dozens of national education and service organizations, (including key organizations such as the Corporation for National Service, Communities in Schools, Key Club International, National Association of Secondary School Principals, National Association of Elementary School Principals, Ethics Resource Center, Quest International, Council for Chief State Schools, Communitarian Network, American Association of School Administrators, Center for Effective Compassion, and the Close-up Foundation) is organizing a nationwide two-week effort leading up to Martin Luther King Day, entitled "Kindness & Justice Challenge". Through the Challenge, thousands of students will commit Acts of Kindness (helping others) and Acts of Justice (standing up for what is right), while participating in a character education and leadership training component in their schools.

Within a few years, this annual event should become one of the largest student activities in history, with 1 million students participating in the Challenge by the year 2000. Both a large scale national media campaign and an internet festival will promote the event and allow students across the country to share their acts and dreams with each other.

### THE EVENT

All K-12 schools in the nation will be invited to participate in the Kindness & Justice Challenge. Each teacher will receive a kit (appropriate for their grade level) with a curriculum which includes two weeks of daily lessons, instructions for posting acts of kindness and justice on the internet, and incentives to encourage participation. After the Kindness & Justice Challenge, students and schools who have done the most acts in each state and in the nation will receive recognition and media attention.

### THE INTERNET

Each school that registers for the Challenge will post their acts on a website created for the Challenge. One of the features of the website will be a map of the country that will keep a running total of the committed Acts of Kindness and Justice, categorized by city and state throughout the two weeks of the contest. Last year, 300,000 people logged on to Webstock, *Do Something's* internet festival designed to inspire and educate young people interested in improving their communities. *Do Something* expects to build upon the success of Webstock '96 with the Kindness and Justice Challenge.

### MEDIA

Last year, celebrities like Andrew Shue, Noah Wylie, Malik Yoba, Kim Williams, Dean Cain, and Anthony Edwards, as well as political leaders such as Senator Bill Bradley, Senator Barbara Boxer, Speaker of the House Newt Gingrich, and President Bill Clinton all participated in *Do Something's* Webstock. It is expected that the Kindness & Justice Challenge will generate widespread national media attention, focusing on the students as well as on the many celebrities and leaders sure to support this challenge leading up to Martin Luther King Day.

### ONGOING EFFORTS

The website will be regularly updated and will be an ongoing resource to students and teachers who want to share stories, learn from each other, and work together to build their communities, and will serve as a bridge to the next year's Kindness & Justice Challenge. The Kindness & Justice curriculum provided to the schools is a two week segment of a year-long leadership and character education curriculum that *Do Something* is piloting in Newark with 47,000 students over the next few years.

## The National Kindness and Justice Challenge: A Return to the Principles of Character

By Tina Choi  
Program Coordinator, Do Something

The post Watergate and post Vietnam War era reflected a general decline in the confidence Americans had for many institutions. Government, media and businesses appeared tainted and mismanaged. Unprecedented numbers of two-parent homes disintegrated and significant segments of a generation grew into adulthood without a clear understanding of the importance of character. Is it any wonder that moral ambiguity appears rampant these days?

The media is flooded with stories of violence, drug use and hate crimes. Young people are perceived as dishonest, disrespectful and irresponsible. We nod our heads in agreement when conventional wisdom says the decline of values and ethics in our society is to blame. These are the problems we read about when we open a newspaper or hear about when we turn on the news.

*Where are the solutions? How do we help our young people bring out qualities that will allow them to become responsible and caring citizens?*

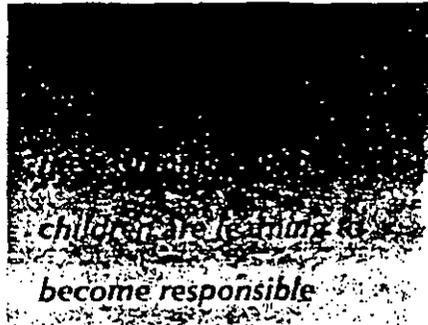
The answer lies in our schools and communities. No longer may we make the assumption that children are learning to become responsible adults simply because they are getting older. Our schools provide the setting where all children have equal access. Schools are, in the words of Thomas Lickona, the "common denominator."

Do Something is a national non-profit organization committed to helping young people strengthen communities. In partnership with dozens of national education and service organizations such as the Ethics Resource Center, it is organizing a nationwide two-week character education and community service effort leading up to Martin Luther King, Jr. Day, entitled the "Kindness and Justice Challenge."

The program operates under the principles that 1) Every young person has a role to play in strengthening the community and 2) Many groups can come together to support communities and young people. Our mission is to create a national tradition where young people strengthen their communities and their own character by participating in a character education and leadership training program in their schools. They will perform millions of acts of kindness and justice in the two week period leading up to Martin Luther King, Jr. Day every year. An Internet festival will

bring together students and classrooms from around the world.

This September, Do Something will distribute brochures to all K-12 schools in the nation, inviting them to participate in the Kindness and Justice Challenge. Each teacher who registers for the Challenge



*children are learning to  
become responsible  
adults simply because  
they are getting older.*

will receive a kit, which will also be available to download from the website, which will include a two-week character education guide appropriate for their grade level.

Daily lessons can be incorporated into existing classes and curriculums. They focus on themes of kindness and justice and encouraging activities such as role-playing, story telling and letter-writing. The kit will also include instructions for posting acts on the Kindness and Justice website and incentives to encourage participation. After the Kindness and Justice Challenge, students and schools who have done the most acts in each state and in the nation will receive recognition and media attention.

The Kindness and Justice Challenge was piloted last year in Newark, New Jersey, with great success. Students committed acts of kindness and justice while learning key principles in the classroom during the two week Challenge. Students' actions often involved constructive intervention, as in the case of a sixth grader who saw a man being attacked by a young boy. Acting quickly and discreetly, she called the police and ambulance. "I felt very brave about saving his life, and I also felt scared; I hid so they wouldn't see me," explained the young student from Ridge

### Focus on Character



Street School. Deeds also included helping grandparents with errands, assisting siblings with homework and breaking up a playground fight. According to a teacher who took part, "Many of [the students] didn't know they had this potential inside them. This is raising their self-esteem and helping them to work together." Students in Newark were so enthusiastic about this program that they collaborated among the schools and published a book entitled,

*Do something. We're not part of the problem. We're part of the solution!*

The Kindness and Justice Challenge provides a free, fun, educational and interactive introduction to one key aspect of character education. It gives teachers the opportunity to incorporate lessons into their own teaching plans. It gives students the opportunity to grow and learn from the experience, while connecting with the community building efforts of students around the country.

The Challenge also involves parents, by encouraging their participation in the acts that their children commit, and it includes the community, as students go beyond the classroom to explore the concepts of good character. The Kindness and Justice Challenge sets the stage for all of us to embrace the responsibility that faces us all: to educate our children intellectually and morally. ■

*Tina Choi is the Program Coordinator for Do Something's National Kindness and Justice Challenge. Do Something is a national non-profit organization dedicated to strengthening communities and supporting young people through community building projects. For more information, contact Tina Choi at 212/523-1175 or via mail at tchoi@do-something.org.*

Kindness and Justice Timeline

DATE	CALENDAR	OUTREACH	CURRICULUM
26-Sep	K/J website goes live		
27-Sep	weekend		
28-Sep	weekend		
29-Sep	Applied Materials conference call		
30-Sep	Postcards mailed from MN		
1-Oct	Social Imaginations @ DS		
2-Oct	Postcards sent to partners		
3-Oct	Postcards sent to partners		
4-Oct	weekend		
5-Oct	weekend		
6-Oct	Brick Gala		
7-Oct	Postcards mailed-DS Database		
8-Oct	Postcards mailed-DS Database		
9-Oct	Curriculum overview from SI		
10-Oct	Silicon Reef conference call		
11-Oct	weekend		
12-Oct	weekend		
13-Oct	Columbus Day		
14-Oct	send postcards to City Year		
15-Oct	Applied Materials-Steve Taylor		
16-Oct	Outreach Asst. interview		
17-Oct	Youth Service America mtg in DC		
18-Oct	weekend		
19-Oct	weekend		
20-Oct	confirm Race Comm involvement		
21-Oct	approve brochure text		
22-Oct	approve brochure layout		
23-Oct	mtg @ Mighty Media		
24-Oct	mtg @ Social Imaginations		
25-Oct	weekend		
26-Oct	weekend		
27-Oct	contact Oprah's Angels Network		
28-Oct	Brochure mailing		
29-Oct	Brochure mailing		
30-Oct	Education Week ad		
31-Oct	Teachers' Week ad		
1-Nov	weekend		
2-Nov	weekend		
3-Nov	Superintendants Outreach Week		
4-Nov	Superintendants Outreach Week		
5-Nov	Superintendants Outreach Week		
6-Nov	Superintendants Outreach Week		
7-Nov	Superintendants Outreach Week		
8-Nov	weekend		
9-Nov	weekend		
10-Nov	MM 20,000 online teachers emailed		
11-Nov	Partner Orgs Outreach Week		

## Kindness and Justice Timeline

12-Nov	Partner Orgs Outreach Week
13-Nov	Partner Orgs Outreach Week
14-Nov	Partner Orgs Outreach Week
15-Nov	weekend
16-Nov	weekend
17-Nov	Local Funds Outreach Week
18-Nov	Local Funds Outreach Week
19-Nov	Local Funds Outreach Week
20-Nov	DS Staff Retreat
21-Nov	AARP-NRTA
22-Nov	weekend
23-Nov	weekend
24-Nov	Parents Outreach
25-Nov	Parents Outreach
26-Nov	Parents Outreach
27-Nov	Thanksgiving
28-Nov	DS closed
29-Nov	weekend
30-Nov	weekend
1-Dec	Principals Outreach Week
2-Dec	Principals Outreach Week
3-Dec	Principals Outreach Week
4-Dec	Principals Outreach Week
5-Dec	Principals Outreach Week
6-Dec	weekend
7-Dec	weekend
8-Dec	Teachers Outreach Week
9-Dec	Teachers Outreach Week
10-Dec	Teachers Outreach Week
11-Dec	Teachers Outreach Week
12-Dec	Teachers Outreach Week
13-Dec	weekend
14-Dec	weekend
15-Dec	REGISTRATION DEADLINE for K/J
16-Dec	Lesson Kits mailed to schools
17-Dec	Lesson Kits mailed to schools
18-Dec	Lesson Kits mailed to schools
19-Dec	Lesson Kits mailed to schools
20-Dec	weekend
21-Dec	weekend
22-Dec	
23-Dec	
24-Dec	Christmas Eve
25-Dec	Christmas Day
26-Dec	DS closed
27-Dec	weekend
28-Dec	weekend
29-Dec	
30-Dec	

Kindness and Justice Timeline

31-Dec	New Year's Eve
1-Jan	New Year's Day
2-Jan	
3-Jan	weekend
4-Jan	weekend
5-Jan	K/J Challenge Day 1
6-Jan	K/J Challenge Day 2
7-Jan	K/J Challenge Day 3
8-Jan	K/J Challenge Day 4
9-Jan	K/J Challenge Day 5
10-Jan	weekend
11-Jan	weekend
12-Jan	K/J Challenge Day 6
13-Jan	K/J Challenge Day 7
14-Jan	K/J Challenge Day 8
15-Jan	K/J Challenge Day 9
16-Jan	K/J Challenge Day 10
17-Jan	weekend
18-Jan	weekend
19-Jan	Martin Luther King Jr. Day
20-Jan	Deadline to RECEIVE Acts via Internet
21-Jan	
22-Jan	
23-Jan	
24-Jan	weekend
25-Jan	weekend
26-Jan	
27-Jan	
28-Jan	
29-Jan	
30-Jan	Deadline to RECEIVE Acts via mail
31-Jan	weekend
1-Feb	weekend
2-Feb	Tabulate Acts
3-Feb	Tabulate Acts
4-Feb	Tabulate Acts
5-Feb	Tabulate Acts
6-Feb	Tabulate Acts
7-Feb	weekend
8-Feb	weekend
9-Feb	WINNERS ANNOUNCED
10-Feb	
11-Feb	
12-Feb	
13-Feb	PRIZES MAILED

### *Structural concepts for the younger grades*

The jumping-off point. It always takes some moral courage, honesty and responsibility to send initial drafts off. We know so well that this is simply a place to start . . . starting to gather reactions from teachers, kids and you. The program will evolve and flesh-out greatly between now and November. This is simply a point from where to begin to create.

That being said, we are creating a program that is stabilized by equal amounts of routine, exploration and action. As we've talked about, there will also be time for ample reflection and laughter.

The teachers guide will provide both definition of terms as well as and provocative questions and activities that lead kids to personalize and apply the terms/virtues.

This routine will provide for maximum ease of use for teachers, and will give students the familiarity, stability and motivation they need to embrace the program and its ideals from the get-go.

The daily lessons will build upon the learning of the previous days. Each module will build to the program finale' during day 10. The final reporting, tallying and recognition of acts will launch into the creation and observance of custom rituals around MLK day.

Let's get to it. First you will find a template for the younger two modules, K-2 and 3-5. Although both modules will follow a similar construction, they will have completely different activities all leading to age-appropriate goals and recognition.

Then you will our attempts to compose definitions or explanations of what each topic of the day means. We have sought the advise of teachers and kids. Again, just a place to start. We intend on formalizing-up the definitions for teachers, bringing more informal and real-world explanations for teachers to use when defining the terms for kids. Let's get to it.

We can talk about your reactions on Monday. We will then incorporate your ideas and comments into our first module due to you very soon there after. Best wishes to all.

Andy, Jeff, Lea & Marion

## Day One

### 1. Explain the challenge

- History of the challenge - What and who DO SOMETHING is
- It's a national program - "Kids all over the US - right this very minute . . ."
- Part of an incredible national movement!! "what we're going to be doing for the next 10 days during K/J time is going to . . ."
- WOW! "Everyone in the class is going to be involved - we're all going to help. It will be fun!"
- Kids as experts - "You're the ones who really know what it's like out there . . . I bet lots of you know who Martin Luther King was."

### 2. Reference and questions around the purposeful timing of the challenge

- Martin Luther King, Jr. - "who knows who MLK was"? Discussion about what MLK tried to do in his life and how it is a part of K/J.
- Explanation and definition of Kindness and Justice.
  - A game that leads to describing and listing the virtues (sub-topics) that are a part of the challenge

### 3. Explain and discuss how the Challenge works

- What are acts of K&J?
- How to report acts
- Tallying of acts
  - Individual, class, school, city . . .
- Prizes, incentives and huge recognition from DO SOMETHING
- The Web - and communications with other classes around the US!

### 4. Goal Setting - individually, by class, by school

- Our Challenge right here in Ms. Honeybrink's class

### 5. Class reading of the K/J oath and commitment to doing acts

- Countdown! "All around the country, kids are starting K/J. Right now kids in New York and California and Ohio . . . are all starting the K/J Challenge! Let's start! . . . 10 - 8 - 7 - 6 - 5 . . . .!"

### 6. Distribution of the recording forms (younger kids will use a different recording tool)

- Explanation about what to do with the forms. (This may need to be done at the end of the day for younger kids).
- Stickers

### 7. Poster signing or some other symbolic environmental change to the classroom

- Something to do for tomorrow - set a goal to do at least one act of kindness or justice

## Days 2 -8

1. **The Phrase That Pays** - a pithy, poignant, memorable short slogan that kids recite (yell, sing, rap, clap . . .) that encapsulates the topic of the day.
2. Teacher explains what the topic of the day is
  - Define in age appropriate language and discuss
3. Teacher shares a story that illustrates this topic
4. Students share their own personal stories that relates to the topic
5. Repeat the phrase that pays
6. Fun activity that reinforces the topic of the day
7. Reporting acts of K&J
8. Tallying acts of K&J
  - Somehow have the students visually display their acts (marbles, jellybeans in a jar, thermometer)
  - "Let's see how we're doing."
  - The Web!
9. Setting goals for doing acts to be reported next time!
10. Repeat the Phrase That Pays one more time

## Day 10

1. Congratulations!
  - Reference to the National Challenge
  - Web site check-in
2. Review / Reflection
  - Play a game that helps kids remember and review the Phrases and how it applies to their lives
3. Revisit goals that were set during DAY 1.
4. Final reporting and postings
5. TA-DA! Here's how we did!
6. Discussion and activity on continuing the K& J spirit all year-round!  
(Reinforcement)
  - Time capsule activity
  - Let's tell Do Something about our ideas for next years Challenge
7. Commemorating MLK day
8. Commencement, closing and what's next

## Definition of Terms

These will evolve greatly, and we will eventually present age-specific variations for each module.

### Day 1 - Introduction

KINDNESS - Kindness is doing something nice for others and yourself.

JUSTICE - Justice is standing up for your rights and the rights of others.

### Day 2 - COMPASSION/CARING

Caring means considering and understanding the needs and feelings of other people. Compassion is showing that you care by doing something.

### Day 3 - FAIRNESS

Fairness means believing that everyone deserves the same opportunities.

### DAY 4 - RESPECT

Respect is appreciating yourself and others.

### Day 5 - HONESTY

Honesty is knowing the truth and having the strength to act upon that truth.

### Day 6 - NON-VIOLENCE

Non-violence is committing to resolve problems in a peaceful way.

### Day 7 - RESPONSIBILITY

Responsibility is accepting roles, doing them to the best of your ability and standing by what you've done.

### Day 8 - COMMUNITY SERVICE

Community service is the contribution that people make to improving their world for themselves and others.

### Day 9 - MORAL COURAGE

Moral Courage is knowing and doing what is right, even if it is difficult

### Day 10 - Grand Finale'

**Kindness & Justice  
Agenda (7/24) & Notes  
(in progress)**



## The National Kindness & Justice Challenge

### CONCEPT

*Do Something*, in partnership with dozens of national education and service organizations, (including key organizations such as the Corporation for National Service, Communities in Schools, Key Club International, National Association of Secondary School Principals, National Association of Elementary School Principals, Ethics Resource Center, Quest International, Council for Chief State Schools, Communitarian Network, American Association of School Administrators, Center for Effective Compassion, and the Close-up Foundation) is organizing a nationwide two-week effort leading up to Martin Luther King Day, entitled "Kindness & Justice Challenge". Through the Challenge, thousands of students will commit Acts of Kindness (helping others) and Acts of Justice (standing up for what is right), while participating in a character education and leadership training component in their schools.

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The website will be regularly updated and will be an ongoing resource to students and teachers who want to share stories, learn from each other, and work together to build their communities, and will serve as a bridge to the next year's Kindness & Justice Challenge. The Kindness & Justice curriculum provided to the schools is a two week segment of a year-long leadership and character education curriculum that *Do Something* is piloting in Newark with 47,000 students over the next few years.

## MEMORANDUM TO KINDNESS & JUSTICE CHALLENGE PARTNERS

From: Tina Choi  
Date: July 21, 1997  
Re: July 24, 1997 K/J Meeting Agenda

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Our next Kindness and Justice Challenge meeting will be held on July 24, 1997 at the Corporation for National Service, 1201 New York Ave., NW, Room 8410, from 10:00am - 12:00pm. I have listed some of the ideas that committee members should bring to the meeting. Also, please bring a copy of your organization's logo on disk as a jpeg or Photoshop document. Please RSVP regrets only to me at Do Something (212) 523-1175 or tchoi@dosomething.org.

The primary objective of this meeting is to establish a firm timeline for the program, divide up responsibilities as is appropriate, and designate a schedule for communication between me and the other committee members.

### Schedule

10:00-10:15	Introductions
10:15-10:30	K/J Update
10:30-11:30	Committee Updates/Discussion
11:30-12:00	Next Steps/Conclusion

### Outreach

Follow-up from last meeting:

- Sylvan Learning Center/Score
- Chiefline:Council of Chief State Schools
- 800 number/CNS Clearinghouse
- endorsement from King family
- contact at the Library Association?
- district address list on disk

Main discussion topics:

- which publications and other mediums in which to advertise
- role of teachers' unions and organizations
- outreach to parents and children
- free outreach/publicity opportunities

**Objectives:**

- devise outreach timeline
- distribute responsibility for contacting other organizations

**Incentives****Follow-up from last meeting:**

- design of posters for classroom monitoring
- awards for participation (i.e. certificates, pencils, stickers, keychains, computers, etc.)

**Main discussion topics:**

- decide on the reward structure; issues include:
  - a) competitive awards or awards for passing a certain threshold level of acts?
  - b) recognition on an individual, classroom, and/or school basis?
  - c) special recognition for state and national level victory?
  - d) which awards should be given for which achievements?
- consider whether all the written descriptions of acts need to be submitted to Do Something in some form, or if only the best need be
- whether to publish acts of kindness/justice, and if so, which ones in which form
- decide whether checks and balances are needed to prevent the submission of false number of acts — this is especially important if expensive awards, such as computers, are distributed

**Objectives:**

- agree upon general award structure
- determine what types of awards will be given out
- decide classroom poster layout

**Internet****Follow-up from last meeting:**

- contact been made with Yahoo, Lycos, Alta Vista, Open Text, and other search engines
- partnerships with NetDay, Volunteer America, Impact Online, and similar organizations
- college student for website maintenance/consulting

**Main discussion topics:**

- determine main purpose of web site, including degree of interactivity
- web site layout
- inspirational quotes, serial stories, celebrity testimonials, and other ways of spicing up the site
- proposals from web designers, including Mighty Media

**Objectives:**

- agreement over purpose of web site and its basic design
- decide what features are needed in order to attract hits

## Media

### Main discussion topics:

- logo prototypes
- discuss how to obtain free publicity from the general media
- publicity plan for award winners

## Development

### Main discussion topics:

- identify corporate sponsors and other funding sources
- complete strategic plan for locating funding

## Curriculum

### Follow-up to last meeting:

- language of curriculum
- tie in curriculum with other courses
- commentary on Newark and Webstock curriculum
- MLK Day them and possible extensions

### Main discussion topics

- Do Something's idea for structure of program and presentation of plan
- definitions of kindness and justice and daily themes
- brainstorm over:
  - a) lesson plans
  - b) classroom exercises
  - c) optional exercises
- evaluate appropriateness of groupings of grade-levels
- curriculum writer search — suggestions, search plan, and job description
- degree of collaboration necessary for good curriculum
- how to make curriculum attractive to maximum number of classroom teachers

### Main objectives:

- evaluation of Do Something's plan and suggestion for improvement

### K/J Committee Addresses

Last	First	Organization	Phone	Fax	Address	City	State	Zip	E-mail
Barnard	Heather	Ethics Resource Center	202-434-8351	202-737-2227	1747 Pennsylvania Ave., NW, Suite 400	Washington	DC	20006	hceather@ethics.org
Briggs	Jennifer	Nat'l Assoc of Secondary School Principals	703-860-7324	703-476-5432	1904 Association Dr.	Reston	VA	20190	Briggs_J@nassp.org
Buscemi	Michael	Quest International	800-288-6401	614-522-6580	1984 Coffman Rd.	Newark	OH	43055	
Casserly	Michael	Council of Great City Schools	202-393-2427	202-393-2400	1301 Pennsylvania Ave., NW, Suite 702	Washington	DC	20004	
Clark	Jennifer	Close-up Foundation	703-706-3688		44 Canal Center Plaza	Alexandria	VA	22314	
DeLo	Katherine	Council of Chief State Schools	202-408-5505	202-408-8072	1 Massachusetts Ave., NW, Suite 700	Washington	DC	20001	kathard@ccss.org
Evans	Margaret	Nat'l Assoc of Elementary School Principals	703-684-3345	703-548-6021	1615 Duke St.	Alexandria	VA	22314	students@naesp.org
Fiscus	Lyn	Nat'l Assoc of Secondary School Principals	703-860-7261	703-476-5432	1904 Association Dr.	Reston	VA	20190	FiscusLe@nassp.org
Hayes	Mike	Communities in Schools	757-886-2746	703-519-7213	1199 N. Fairfax St., Suite 300	Alexandria	VA	22314	twilson@cisnet.org
Kimberly	Richard	Kimberly-Clark	202-393-8280	202-638-0483	700 11th St., NW	Washington	DC	20001	
Lewis	Brad H.	Corporation for National Service	202-606-5000	202-565-2781	1201 New York Ave., NW	Washington	DC	20525	bhewis@cns.gov
Martin	A. John	Communitarian Network	202-994-8190	202-994-1606	2130 H St., NW, Suite 714	Washington	DC	20052	www.gwu.edu/~ccps
Pierce	Darlene	Am Assoc of School Admins	703-528-0700	703-528-2146	1801 N. Moore St.	Arlington	VA	22209	dpierce@aasa.org
Pollock	Richard	Center for Effective Compassion	202-965-7373	202-965-5679	3299 K St., Suite 402	Washington	DC	20007	richtvprod@aol.com
Richardson	Scott	Close-up Foundation	703-706-3330	703-706-0001	44 Canal Center Plaza	Alexandria	VA	22314	srrr@closeup.org
Schaefer	Linda	Ethics Resource Center	202-434-8351	202-737-2227	1747 Pennsylvania Ave., NW, Suite 400	Washington	DC	20006	linda@ethics.org
Seidel	Bob	Corporation for National Service	202-606-5000	202-565-2781	1201 New York Ave., NW	Washington	DC	20525	
Smith	Marilyn	Corporation for National Service	202-606-5000	202-565-2781	1201 New York Ave., NW	Washington	DC	20525	msmith@cns.gov
Speight	Thomara	Washington, DC Do Something	202-889-2088	202-584-3539	1303 Maple View Pl., SE	Washington	DC	20020	tbs611@aol.com
Taylor	Rhonda	Corporation for National Service	202-606-5000	202-565-2781	1201 New York Ave., NW	Washington	DC	20525	rtaylor@cns.gov
Wilson	Tom	Communities in Schools	703-518-2564	703-519-7213	1199 N. Fairfax St., Suite 300	Alexandria	VA	22314	twilson@cisnet.org

## National Kindness and Justice Challenge Committees

### Outreach Committee

Darlene Pierce	American Association Superintendent Administrators
Tom Wilson	Communities in School
Katherine Delow	Council for Chief State Schools
Jennifer Briggs	National Association of Secondary School Principals
Lyn Fiscus	National Association of Secondary School Principals
Mike Hays	Communities in Schools

### Curriculum Committee

Katherine Delo	Council for Chief State Schools
Scott Richardson	Close-up Foundation
Jennifer Briggs	National Association of Secondary School Principals
Lyn Fiscus	National Association of Secondary School Principals
A. John Martin	Communitarian Network
Thomara Speight	Do Something
Marlynn Smith	Corporation for National Service
Bob Seidel	Corporation for National Service
Mike Hays	Communities in Schools
Mike Buscemi	Quest International

### Media Committee

Richard Pollock	Center for Effective Compassion
Mike Buscemi	Quest International

### Internet Committee

Brad Lewis	Corporation for National Service
Tom Wilson	Communities in School

### Incentive/Judge Committee

Darlene Pierce	American Association Superintendent Administrators
Heather Barnard	Ethics Resource Center
Linda Schaefer	Ethics Resource Center
Thomara Speight	Do Something

### Development Committee

Margaret Evens	National Association for Elementary School Principals
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## Timeline for the National Kindness & Justice Challenge

### March

- Beginning of outreach for partnership
- Do Something begins search for financial support of challenge

### April

- 15 9:00 am - 10:30 am - Planning meeting for partners to discuss outreach to schools and other organizations for the contest, types of prizes for challenge, changes and/or deletions to the timeline
- 27 K/J Challenge announced @ the Presidents' Summit, Youth Press Event

### May

- 19 Planning meeting with all partners to finalize strategic plan for Kindness and Justice Challenge @ Corporation for National Service
- 30 Do Something continues building its Kindness and Justice Team

### June

- 1 (Outreach) Continue developing outreach plans
- 13 (Curriculum) Identify existing materials
- 17 (All Committees) K/J meeting @ Communities in Schools 9-11 am  
Summary report from committees; Bring lists of prospective partners

### July

- 24 Committee Meeting @ CNS 10-12 pm in Washington, DC

### August

- 1 (Outreach) Ad placed in the NEA newsletter
- 15 (Curriculum) Curriculum writer should be hired by now  
(Internet) Web site design reviewed
- ?? *Date of the next meeting*  
(All Committees) Finalize brochure  
(Awards) Finalize awards to include in the brochure  
(Curriculum) Review outline of curriculum that will be used in publicity materials until the completion of the complete curriculum
- 29 Deadline for *Education Week* ad; continue submission every Thursday for the next nine weeks

### September

- 1 (Internet) Web set goes up, to be updated regularly in order to attract hits  
(Media) Media campaign begins, announcing contest and encouraging registration  
(Outreach) Brochures are sent to schools and interested parties
- ?? *Date of September meeting*  
(Development) Funding source now identified & presented to group  
(Incentives) Awards finalized and ordered from producers

### November

- 15 Deadline to Register (though it will not be publicized, late applications will be accepted to increase participation rates.)  
(Curriculum) Curriculum completed and presented to committee at next meeting

**December**

- 1 (Curriculum) Kindness and Justice Kits are mailed to registered schools which request hard copies be mailed to them.  
(Internet) Kindness and Justice Kits are posted to Internet

**January**

- 5 Kindness & Justice Challenge Begins  
(Internet) Web site must be constantly monitored for the next two weeks
- 19 *Martin Luther King Jr. Day*  
Kindness & Justice Challenge Ends
- 31 Deadline for Submission of top acts, final tallies of acts, and teacher comment forms

**February**

- 14 (Media) Publicity campaign surrounding winners begins  
(Incentive) Notification and Awards Sent

**K/J**  
**Curriculum Notes**  
**(in progress)**

## Kindness and Justice Research

### Observations:

- The first step of the planning process must be the identification of a goal for the National Kindness & Justice challenge. This will determine both the structure of the program and the content of the classroom instruction. My own belief is that our primary objective is to encourage students to perform as many acts of kindness and justice as possible by making them recognize how some of their everyday actions are contrary to these virtues.
- The first day must be devoted to defining kindness and justice. This is a crucial and potentially controversial task that might be facilitated by dividing up each of the two into a variety of specific virtues, such as compassion and fairness. A list of ideas is included later.
- This program should *not* aim for values clarification — an educational objective popularized in the 70's which encourages students to identify their own values. Instead, the Challenge should offer clear and concise definitions of the values it advocates, and should aim to inculcate students with these ideas to such a degree that they are voluntarily willing to act upon them.
- As a result of the above guidelines, it seems as though our curriculum should avoid focusing on instances of value conflict, in which there is no clear right answer, and should instead use as examples cases in which it is clear what the "right thing" to do is, but is difficult to make that choice.
- Due to the short target time for the program — 15 minutes a day for two weeks — the curriculum must remain focused on kindness and justice, and must not attempt to cram too much material into those two weeks. As a result, certain admirable and associated virtues, such as good citizenship and self-esteem, will most likely be left out of the materials. (It may nonetheless result that they are enhanced by the program if it is effective.)
- A simple model for the classroom day is a short lesson followed by an interactive class participation exercise, ideally encouraging traditional classroom skills like creativity, research, reading, and writing.
- Based on the materials I have examined in the library, I feel that curriculum development should proceed through two distinct phases:
  - A) The identification of goals and the creation of a structure/framework for the program. This is something that we will have to create ourselves.
  - B) The location of *content*, or stories and anecdotes illustrating these principles. There are variety of excellent sources for these, such as William Bennett's *The Book of Virtues*. However, in order to include material from these sources in our classroom packets, we will need to receive copyright permissions.

### Sub-divisions of Kindness and Justice:

#### **Kindness**

Non-violence  
 Courtesy  
 Compassion

#### **Justice**

Integrity  
 Honesty  
 Reliability

Self-discipline  
 Self-respect  
 Community Service  
 Respect (for other people and things)  
 Caring  
 Cooperation  
 Commitment  
 Helpfulness  
 Voluntarism  
 Generosity  
 Sensitivity

Loyalty  
 Trustworthiness  
 The Golden Rule  
 Tolerance & Acceptance  
 (Moral) Courage  
 Fairness  
 Citizenship  
 Moderation  
 Responsibility

### Specific Problems in the Schools:

These somewhat abstract values should be taught in a way that links them directly to common classroom problems. These include:

Bullying  
 Gossiping  
 Popularity/Cliques  
 Lack of Cooperation  
 Lack of Respect (for self, fellow students, teachers, and parents)  
 Fighting/Gang activity  
 Materialism  
 Cruelty over differences (such as handicaps, socio-economic background, etc.)  
 Lack of appreciation for other cultures  
 Anti-intellectualism (encouraging poor performance in school)  
 Sibling rivalry  
 Disobedience to authority (teachers, parents, police, etc.)  
 Poor work ethic  
 Selfishness  
 Insults and Put-Downs  
 Cheating (in sports and in the classroom)  
 Dishonesty  
 Peer Pressure

### Exercises

1) The primary classroom exercise for character education programs is the **case study**, in which a scenario is posed to the class, and the students attempt to resolve the moral dilemma contained within it. As mentioned earlier, the goals of our program indicate that we would like to select cases in which there is a determinate "right" answer, as opposed to those in which there is an intractable values conflict.

In *Moral Education in Theory and Practice*, Robert Hall and John Davis offer the following model for the case study exercise:

- 1) Statement of the Case
- 2) Finding the Alternatives
- 3) Calculating the Consequences
- 4) Socratic Inquiry
  - a) separating the facts and values
  - b) finding the "best" reasons
  - c) considering decisions as universal principles
  - d) ideals and values

## 5) Making a Decision

The standard case study procedure involves the teacher presenting the situation to the class and then moderating a discussion over the proper course of action. It ends with the teacher in some way reinforcing the idea that there is indeed a "right" solution to the problem. There are an almost endless number of variations on the case study, which means that it can be easily tailored to different age groups. Here are some examples:

- A) Divide students into teams and have them write their own scenarios in which there are moral dilemmas. They could then act them out before the class, and lead a discussion over the proper course of action.
  - B) After the initial presentation of the scenario, accept anonymous votes on the proper course of action and present the results to the class. A similar option involves voting out in the open. Present an option that can be answered in a yes/no fashion; raising a hand is a positive vote, thumbs down is a negative vote, and arms crossed expresses uncertainty.
  - C) Prioritizing — students rank possible courses of action in order of preference. This is especially helpful when there are more than two viable courses of action, and each possible course of action represents a particular moral stand.
  - D) When there seem to be two extreme course of action and a variety of options in-between, students can chart themselves on a "spread of opinion." They draw a line with options on each side, and situate themselves along the gradient. As an alternative, they can identify various positions along the line.
  - E) Individual written responses might sometimes be preferred if the classroom atmosphere is not conducive to open discussion of decisions of this sort.
- II) For younger students, one way to encourage kindness is to have **appreciation time**. The class sits in a circle, and each student names something they are thankful to another classmate/person (depending on teacher's preference) for. One variation is when it is a person's turn, all other students turn in a paper (without their name) stating what they like about this person. The teacher then reads the responses to the class.
- III) Older students can keep **values journals**, in which they record their acts of kindness and justice and their feelings about them (as well as the program). One variation is to have students write down an opportunity to act kindly or justly that they failed to follow through with every time they record an act that they successfully performed. This encourages them to turn a critical eye towards their own behavior and search for chances to improve it.
- IV) Although the guidelines thus far have encouraged the curriculum to stay away from focusing on conflict, the course for oldest students may want to examine cases in which **kindness and justice come in conflict**, encouraging discussion over what the proper course of action should be.
- V) Another lesson may focus on thinking of kindness and justice beyond the individual level of analysis. This would involve drawing **analogies** between personal acts of kindness and justice and policy changes that could be made in the classroom. The next stage is to think of institutional changes that would make society a kinder and juster place. This would make a good wrap-up lesson for the course (probably for older students).
- VI) Ask students to examine **historical documents** (or a particular historical event) in order to identify examples of kindness and justice or the lack thereof. Documents from the American

Revolution and the Civil War might be particularly rewarding. Also of value are Lincoln's Second Inaugural Address and Martin Luther King's "Letter from a Birmingham Jail."

VII) In order to encourage reading of the newspaper and also engage students in the current events of their own communities, teachers could ask students to bring in **news stories** which provide examples of kindness and justice or the lack thereof. They could then explain to the class the connection to kindness and justice, and if there is a problem, they could explain how the problem could be rectified. (Local newspapers often provide free copies to classes for educational purposes.)

VIII) As a research project designed to encourage either the knowledge of one's own roots or an appreciation for other cultures, students could be asked to do a presentation on a particular **tradition of kindness or justice** from their ancestors' cultures or from that of other cultures.

IX) In order to help younger students express their feelings, they should be provided with **sentence prompts** for them to complete.

X) Since one major goal of character education programs is to allow students to recognize how controversial issues look from another's perspective, have disagreeing students **switch roles/positions** when they are embroiled in a debate. One variation would be to present a controversial case study to the class and have the students name their positions on it. Then force them to take up the opposite side in a debate.

XI) As an exercise in **creative writing**, have students write a poem, story, or play illustrating one of the virtues. It may help to subject the students to particular constraints — for example, all characters must be animals.

XII) Besides non-fiction and fiction, another type of content that could be used in the curriculum are **riddles** which illustrate the value of moral principles. One example is the famous riddle concerning the crossroads at which two men are standing — one who always tells the truth and one who always lies. You don't know which is which, yet you are only allowed to ask one question to one of them in order to figure out which way to pass. What should you ask? This question is a reminder of the difficulties caused by dishonesty.

XIII) To encourage **critical analysis of the mass media**, ask students to present examples of kindness and justice or their opposites from pop music lyrics, television, or advertisements. As always, push for discussion and debate.

XIV) One class day could be devoted to examining the sub-divisions of kindness and justice through the prism of **rights and responsibilities** — which virtues fall into which category? This lesson will help students understand the direct link between the obligations of kindness and justice and the benefits they gain from their existence.

XV) For classes of younger children, another way to publicize acts of kindness and justice is by having a "**good deeds tree**" in the classroom. The tree starts out as all limbs, and each act is a leaf with the name of the person who did the act written on it.

XVI) One potential discussion topic is Gandhi's "Mankind's Ten Sins."

XVII) Disability simulation

XVIII) Role models chart

Now discussion topics —

how do you harm yourself when you are unkind or unjust to another?

## **K&J First, Last, & Every Day Plans**

### **First Day Objectives:**

- explain structure of program, especially the challenge of performing kindness & justice
- why kindness & justice?
- define kindness & justice
- explain lesson plan
- lead discussion over kindness & justice to gain preliminary student understanding of the program

### **Every Day Objectives:**

- wrap-up every session with five minutes in which students present an act of K&J they have performed (and perhaps, a missed opportunity) so they will not lose sight of the main objective of the program

### **Final Day Objectives:**

- to insure that students understand that although the formal section of the program is over, the challenge to perform acts of kindness and justice remain
- recognition of student performance
- reflection on the past two weeks
- reflection on Martin Luther King day

### **Some notes on the order:**

- fairness exemplifies justice, and thus should be the first sub-virtue of justice
- compassion & caring exemplify kindness, and thus should likewise be the first sub-virtue of kindness

## Compassion/Caring Curriculum Notes

### Fundamental Aspects:

- understanding how others feel and being able to recognize others' perspectives
- doing more for another person than is demanded by duty
- being affected adversely by the pain of others and working to alleviate it
- recognizing the impulse to care as something that separates humans from other animals
- caring for a friend manifested as trustworthiness and the refusal to gossip
- resolution to subscribe to stereotypes
- importance of sharing
- being a good friend
- working cooperatively
- helping out the less fortunate
- being kind even when others are not

### Possible Scenarios:

- new kid/pariah who is treated poorly by your best of friends
- fellow student who is insulted for being bad at something, like school work or a sport
- mistreated animal
- some kind of situation where being a good friend is tough

### Possible Exercises:

- case study with one of the above situations
- disability exercise — have students physically simulate what it is like to be blind, wheelchair-bound, etc.
- have children list and discuss something they are not good at, so they understand that all have a trait or personal quality that could potentially be a target of abuse if others act without compassion
- inspiring story about someone moved into action by compassion, like Mother Teresa and Jane Addams
- variation on a card game — shuffle cards, each student uses tape or a rubber band to attach a card, face up, to his or her head, so that he or she doesn't know what it is, but others do; teacher draws a card, places it face up, and announces that this type (spade, heart, etc.) is "it" — and these students are systematically excluded from participation in a certain activity. Discussion follows, in which among other things, excluded students voice their feelings. Discussion should then proceed to the arbitrary nature of the differences that lead to discrimination, implication being that the distribution of race, ethnicity, sex, disability, etc. is arbitrary in the same fashion.
- ceremonial disposal of stereotypes
- for younger children, appreciation time

## Non-Violence Curriculum Notes

### Fundamental Aspects:

- conflict resolution skills

- anger management exercises
- non-violent methods of achieving social change
- the cycle-of-violence argument

#### Possible Activities:

- for younger children, the gradient of responses; what lies in between doing nothing and physical violence? why would one of these choices be superior to either extreme?
- historical accounts of non-violent social change and speculation over what might have occurred if violence as used

## Community Service Curriculum Notes

#### Fundamental Aspects:

- teach students about obligation (duty) to the community, which is intimately linked to the benefits conferred on them by it
- allow participants to recognize the analogy between individual acts of kindness and justice and the social change that is possible through collective action of this sort
- have students think about ways of improving their schools and communities (especially changes in things they are responsible for)

#### Possible Exercises:

- after a discussion on acts of kindness and justice that would be most effective on the societal level, have each student write a letter to a politician advocating a change in policy that the student believes in
- exercises that flow directly from the latter two suggestions in the "fundamental aspects category"
- in the discussion resulting from suggestions on improving the school & community, conclude all of them with the individual students: the conclusion being that change begins with the individuals; a resulting extension is to vote on a project for the class and two undertake it...

#### Optional Exercises:

- field trip to a community service organization, such as a homeless shelter — especially helpful if students help out during their visit
- guest speaker from an area community service organization

## Respect Curriculum Notes

#### Fundamental Aspects:

- to lead students to recognize when they have been disrespectful to others without even realizing it
- to have students understand that that the respect they receive is directly related to the respect they give; self-respect demands respecting others
- to encourage students to respect difference in such areas as culture, age, and handicaps
- courtesy and punctuality (for younger children)
- to make put-downs and insults unacceptable
- to increase environmental awareness

- self-respect, and its correlating imperative to avoid behavior that is damaging to the body

#### Possible Exercises:

- "play of manners" — have (older) students write and perform humorous skits based on the notion of respect and disrespect: creative process can be facilitated by worksheets
- brainstorm over the idea that you have loaned your body to a friend who is lacking in one. You are laying down the conditions which he or she must follow. What would they be? Afterwards, teacher asks students to think about whether they themselves follow these rules...

### Honesty Curriculum Notes

#### Fundamental Aspects:

- always tell the truth, even when there is no chance of being caught
- honesty is essential to human relations
- there is no excuse for telling a lie
- being trustworthy
- not stealing another's possessions or ideas
- giving praise only when its sincere and giving criticism only when its constructive

### Moral Courage Notes

#### Fundamental Aspects:

- sometimes the right thing to do is difficult to do
- the costs of doing the wrong thing will always outweigh its benefits in the long run
- "all it takes for evil to triumph is for good men to do nothing"
- telling the truth in spite of consequences
- resisting the temptation to do wrong
- ignoring peer pressure in order to do the right thing

#### Possible Exercises:

- profiles of famous leaders who have displayed moral courage
- discussion of individual role models who exemplify this virtue: use the three-part role model chart

### Fairness Curriculum Notes

#### Fundamental Aspects:

- treating equals as equals — for younger children in particular, this entails learning that adults and authority figures are to be treated differently than their peers, but that this is fair since they will one day be in those shoes
- turning down unfair advantages in competition
- make decisions without fairness or prejudice
- not cheating — even if one will get away from it

- the golden rule and its extension for older children, the two criteria of a fair action (universality and reversibility)

Possible Exercises:

- some sort of game in which sides compete, yet they do so unevenly
- as the first justice day, this would be a good time for case studies...
- for younger children, the set-up of the little bear asking why he gets the smallest share of porridge in the family, as poppa bear and momma bear get more
- the opportunity to cheat in a sporting match when it looks as though you would get away it and the other team has already cheated

## Responsibility Curriculum Notes

Fundamental Aspects:

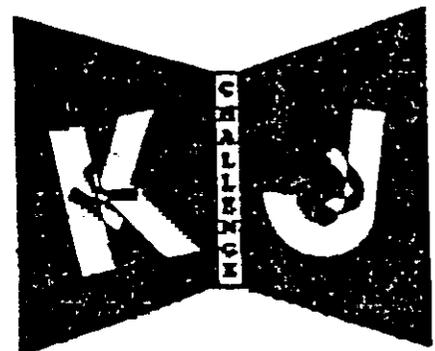
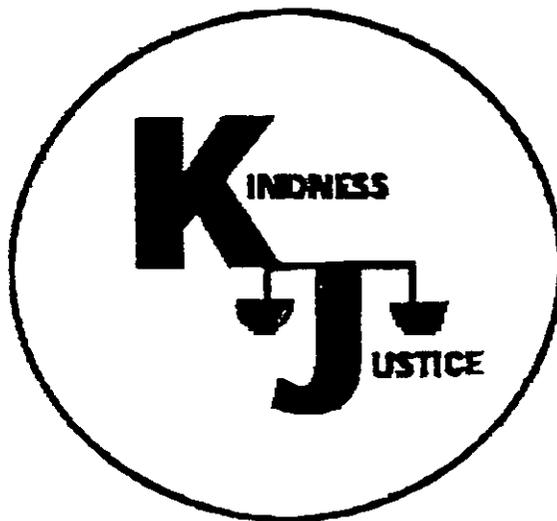
- not blaming others for one's own short-comings
- not making excuses
- acknowledging responsibility for what one does *not* do as well as what one does
- being helpful before you are asked
- taking care of possessions and other people's possessions
- fulfilling obligations — as community functions through an endless cycle of people fulfilling obligations
- what it means to be a responsible citizen
- how responsibility counter-balances rights
- doing one's share when working in a group (the analogy of teamwork)

Possible Exercises

- a game in which all collectively seek to accomplish a goal, but the failure of one prevents that goal from being reached
- for older students — a discussion of the rights they believe they should have a) from parents, b) from the school, and c) from the nation followed by a discussion in which they match-up corresponding responsibilities, learning that one is impossible without the other

## National Kindness & Justice Challenge Curriculum Planner

Topic	K-2	3-5	6-8	9-12
Non-Violence Lesson				
Non-Violence Activity				
Compassion/Caring Lesson				
Compassion/Caring Activity				
Community Service Lesson				
Community Service Activity				
Respect Lesson				
Respect Activity				
Honesty Lesson				
Honesty Activity				
Moral Courage Lesson				
Moral Courage Activity				
Fairness Lesson				
Fairness Activity				
Responsibility Lesson				
Responsibility Activity				



**K/J**  
**Web Notes**  
**(in progress)**

## National Kindness & Justice Challenge Web Site Ideas

- **Purpose:** The web page will go up in September, and although its primary role before the actual dates of the event will be to allow pre-registration, it will also aim to attract other viewers in order to build up excitement.
- **Attracting Web-Surfers:** One way to draw students to the site before January is by placing on-line serials on the web site, such as an on-going cartoon story for elementary students and a soap opera for high school students. The plots of these stories should illustrate the principles of kindness and justice. A serialized story is passive; web-surfers can also be drawn into the site by something active, like a game.
- **Unit of Registration:** The principle unit of registration should be classes, if possible. If this is too difficult, then schools should be used. However, what if non-school organizations such as a Key Club wanted to sign up?
- **ID Code:** When a participant (i.e. a student in a classroom using the curriculum) uses the web site, he or she should be given the opportunity to enter a code (for example, the school phone number) that will let the site know where the viewer is from. This will allow the user's school or classroom numbers to be shown should he or she choose to view the challenge statistics.
- **Statistics:** One major role of the web site will be to show statistics on the on-going results of the challenge, such as number of acts of kindness and justice performed, and percentage of students in a class where the program is taught who participated in the program. The site should allow comparison within states as well as within grade levels. The user should also be able to access a list of category leaders as well. Lists of participating classes or schools should also be provided. If the aforementioned code system is implemented, the statistics of the viewer's class or school will automatically appear on the screen for comparison against other classes or schools when the statistics section is entered.
- **Participant Anecdotes:** Participants should report inspirational examples of their own acts of kindness and justice to the web site. The webmaster should select the best ones from each of the categories and then post them to the web site.
- **Celebrity Anecdotes:** The web site should also contain personal anecdotes concerning kindness and justice from celebrities who youth look up to. These can be in both video and audio form, so that they can be used on almost any kind of computer. If letters of encouragement are given by President Clinton and General Powell, than these should also be presented in this fashion.
- **Measuring Number of Hits:** Another possible contests involves measuring the numbers of hits on the K & J web-page from each class or school. If participants enter a code upon opening up the web page, then we'll know which group they're affiliated with and can tabulate how many hits their class or school makes on the K & J web page. A contest of this sort would encourage participants to explore the site as much as possible.
- **Advertising the Site:** The web page can be advertised on the web pages of the corporate sponsors. They will have an incentive to do this so others will know that they support the project. MTV will hopefully help to spread word about the page as well.

- **Possible Organization:** One possible organizational hierarchy would offer the following links on the first page:

- 1) Information
- 2) Students
- 3) Teachers

Category number one would be designed to provide information to individuals not yet affiliated with the project. Also, note that all three paths would lead to some of the same links, such as the challenge statistics.

- **Teachers' Section:** The teachers' section probably does not need to be protected by a password or anything like that -- it shouldn't matter whether a student or non-educator reads its materials.

- **Teachers' Chat Line:** The teachers' section should also include an on-going chat section so that teachers can exchange tips on how to make the curriculum work better. There will most likely be a lot of improvisation, so it seems as though this would be a good idea.

- **Curriculum On-Line:** Besides the class or school registration, the most important part of the teachers' section will be a downloadable (or merely printable) version of the curriculum. This will save time and money in getting it out to the various schools.

- **Other Sections:** Other necessary parts of the web site include a list of sponsors and a feedback section.

- **Student Section:** As for the student section, the number of grade-level divisions (for example: K-5, 6-8, and 9-12) should mirror the curriculum. The principle difference between these sections will lie in the features used to attract web-viewers. For instance, the youngest category may offer a simple cartoon, while the high school section might offer a role-playing game.

## **National Kindness and Justice Challenge FAQ (For Teachers)**

**How do I register for the program?**

**How long is the curriculum supposed to last?**

**I'm not sure I have that much classroom time to spare, but I would still like my class to participate. What should I do?**

**How much of my time outside of the classroom does this program demand?**

**My classroom time is divided up by subject or academic discipline. What subjects or academic disciplines is the curriculum suited for?**

**Are there any costs or fees for the program?**

**What participation incentives does the program offer my students?**

**Which professional organizations have assisted in the development of the curriculum or have endorsed it?**

**Has a program of this sort been tried before in actual classrooms?**

**Why is it necessary to participate in the challenge during the official two-week period, rather than another time?**

**Does my class need access to a networked computer (and specifically, the World Wide Web) in order to participate?**

**How can I communicate with other participating teachers in order to discuss experiences with the program?**

**Besides encouraging kindness and justice, does the program teach any other valuable skills?**

**How could I expand the curriculum in order to make it part of a longer character education curriculum?**

## Inspirational Quotes for the Web Site

Only a life lived for others is worth living.

—Albert Einstein

It's the small things that are hard to do.

—John B. Flannagan

Life's most persistent and urgent question is, What are you doing for others?

—Martin Luther King, Jr.

He who wishes to secure the good of others has already secured his own.

—Confucius

Past the seeker as he prayed, came the crippled and the beggar and the beaten. And seeing them, the holy one went down into a deep prayer and cried, "Great God, how is it that a loving creator can see such things and yet do nothing about them? And out of the long silence, God said, "I did do something. I made you."

—Sufi teaching story

When it comes to getting things done, we need fewer architects and more bricklayers.

—Colleen C. Barrett

Service is the rent we pay for being. It is the very purpose of life and not something you do in your spare time.

—Marian Wright Edelman

Happiness is a by-product of an effort to make someone else happy.

—Gretta Brooker Palmer

A person's true wealth is the good he or she does in the world.

—Mohammed

You have not lived a perfect day, even though you have earned your money, unless you have done something for someone who will never be able to repay you.

—Ruth Smeltzer

Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.

—Margaret Mead

No one has yet fully realized the wealth of sympathy, kindness, and generosity hidden in the soul of a child. The effort of every true education should be to unlock that treasure.

—Emma Goldman

I shall allow no man to belittle my soul by making me hate him.

—Booker T. Washington

That best portion of a good man's life,  
His little, nameless, unremembered acts  
Of kindness and of love.

—William Wordsworth

If you treat an individual... as if he were what he ought to be and could be, he will become what he ought to be and could be.

—Goethe

It is one of the most beautiful compensations of this life that no man can sincerely try to help another without helping himself.

—Ralph Waldo Emerson

We must learn to live together as brothers or perish together as fools.

—Martin Luther King, Jr.

Teachers open the door, but you must enter by yourself.

—Chinese Proverb

I learned that it is the weak who are cruel, and that gentleness is to be expected only from the strong.

—Leo Rosten

The truth of the matter is that you always know the right thing to do. The hard part is doing it.

—General H. Norman Schwarzkopf

Kindness is the inability to remain at ease in the presence of another person who is ill at ease, the inability to remain comfortable in the presence of another who is uncomfortable, the inability to have peace of mind when one's neighbor is troubled.

—Rabbi Samuel H Holdenson

Never look down on anybody unless you're helping him up.

—The Reverend Jesse Jackson

Practice random acts of kindness and senseless acts of beauty.

—Adair Lara

Nothing is so strong as gentleness, and nothing is so gentle as real strength.

—Ralph W. Sockman

Desire nothing for yourself, which you do not desire for others.

—Spinoza

Act as if what you do makes a difference. It does.

—William James

Little deeds of kindness, little words of love,  
Help to make earth happy like the heaven above.

—Julia Fletcher

Real generosity is doing something nice for someone who'll never find out.

—Frank A. Clark

How far you go in life depends on your being tender with the young, compassionate with the aged, sympathetic with the striving, and tolerant of the weak and strong. Because someday in your life you will have been all of these.

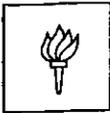
—George Washington Carver

What do we live for, if it is not to make life less difficult for each other?

—George Eliot

I am only one, but still I am one; I cannot do everything, but still I can do something; and because I cannot do everything I will not refuse to do the something I can do.

—Edward Hale



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~~Service~~ Race - Service  
 and  
 Service - Service Learning  
 EK/Diana

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November 13, 1997

Mr. Bruce Reed  
 Domestic Policy Council  
 The White House  
 1600 Pennsylvania Avenue, NW  
 Washington, DC 20050

Dear Mr. Reed:

Following up on my letter of October 14th (to Judith Winston, cc'd to you), I was delighted to hear that your office inquired about the potential of Service Learning to promote racial/intergroup healing in a request to Corporation for National Service (regarding Learn and Serve America).

I've not seen the materials the Corporation sent along to you, but in case they did not include (or did not highlight) the attached report, I enclose it for your perusal. (It was issued by the Council of Chief State School Officers in collaboration with others.) The report briefly describes Service Learning and notes some of the outcomes it can achieve, as demonstrated by the best multi-site research project to date. This research indicates that the outcomes of Service Learning include increased tolerance for diversity and learning to work cooperatively with others. The relevant, brief summary statements appear on pages i, ii, and iii, and I've highlighted them.

In addition, other research shows that when people define themselves inclusively as part of a larger community that embraces others from diverse backgrounds, this is an important factor in prosocial behavior, and is also an outcome of Service Learning. This is not to say that other kinds of working together toward shared aims in the context of K-12 and higher education (doing theater, playing sports, as examples) cannot have similar impacts when attentive to maintaining diversity and facilitating collaboration. Nor is it to say that more research is not needed, because clearly it is. It is only to say that Service Learning provides an excellent tool for achieving these ends, and does so in a way that positively impacts civic attitudes, a commitment to volunteerism later in life, and character education, more broadly. Hence, it has great promise as a vehicle for promoting healthy intergroup relations among young people -- when systematic efforts are made to ensure that the Service Learning activities do not become the exclusive province of only one racial, ethnic, or socioeconomic group. (For schools that are not particularly integrated, partnering with community-based organizations that provide such diversity would be necessary.)

Ideally, all schools and institutions of higher education should provide (on a voluntary basis) opportunities for Service Learning at every grade or educational level, so that all students can increasingly discover their commonalities and build friendships across racial divides, as they work together toward shared goals and overcome social segregation.

Since Service Learning will be part of America Reads -- with 10th graders tutoring 2nd graders in reading -- it provides a venue in which the Race Relations Initiative can intersect with America Reads. In this respect, I was happy to read in the Post this morning that your memo (with Gene Sperling) to the President about concrete actions the Race Relations Initiative might take included enhanced literacy work in minority communities.

All best wishes,



Susan M. Andersen

Professor of Psychology (NYU)

Senior Research Associate, Institute for Communitarian  
Policy Studies, George Washington University

Race - service



Record Type: Record

To: Elena Kagan/OPD/EOP  
cc: Laura Emmett/WHO/EOP  
Subject: race and service

Judy Winston's staff is going to call Harris Wofford/the Corporation to set up a time to talk about race and service. I will be included in any meeting. But the race staff (Michele Cavataio) is anxious to explore this and I don't think it's productive to try to stand in the way at this point. She is even pushing to involve Gen. Powell and America's Promise, so I think it's safer for them to talk to the Corporation at this point.

I hear that 2 concepts for the Dec. race town hall are being presented to the President this morning; not clear to me whether one of them is service. I hear the location is Akron. I have not been able to identify any loop to get myself into on this process. Even if the town hall is not on service, I may argue that we announce the MLK Day grants and maybe the Kindness/Justice curriculum that day, if the link isn't too strained.

## Race Town Hall -- Service and Youth

### Goal:

As part of the President's dialogue with Americans on race, we would focus on community service and examine its potential to bridge the divide among people. When people serve together, it strengthens their sense of interdependence and responsibility for one another. This is particularly true of young people. Many young people participate in "service-learning" programs in school, where they serve together and then reflect on that experience.

### Potential Announcements:

- The President could announce \$250,000 in mini-grants to xxx communities to organize local days of service in observance of Martin Luther King Day. In 1994, Congress designated Martin Luther King Day as a day of service -- "a day on, not a day off" -- in recognition of Dr. King's belief in service. Since then, more and more communities across the country have organized service projects that day. This is the second year that the Corporation has awarded grants. It received 500 applications, many more than last year. The President could also announce that he plans to participate in a service project in honor of MLK Day next year.
- We are examining the possibility that the President could embrace the "Kindness and Justice Curriculum" being organized by "Do Something," a youth service group. Do Something's plan is for students across the country to "commit" acts of kindness and justice in the two weeks leading up to Martin Luther King Day, discuss them in class, and post them on the Web. The group is sending materials to schools to encourage schools and teachers to participate, and it will present awards to the best programs.
- We could announce an expansion of service-learning programs that focus on diversity.
- We could also explore the possibility of inviting Colin Powell to participate in the town hall. Powell now chairs America's Promise, the organization designated to follow up on the Presidents' service summit held last April.

### Format of Town Hall Program

We should select a site with significant AmeriCorps and/or service learning programs. In advance of the event, we would arrange a service project for participants in the town hall.

- Architects of local AmeriCorps service projects that focus consciously on diversity as part of the service experience would explain what they do and what problems they face. [The best programs in this vein are City Year and Public Allies, but they may not have programs in the regions of the country being considered for the town hall.] Young people from different backgrounds who have served in such programs could talk about their experience serving together, the good and the bad.
- We could have K-12 students and teachers from successful service-learning programs talk about what works. We should focus on programs that ensure that those serving are a

diverse group, and not simply a reflection of the population of the school.

- The President could challenge communities to participate in MLK Day, and he could challenge schools to participate in the Kindness/Justice Curriculum.



11:30:16 AM

Record Type: Record

To: Elena Kagan/OPD/EOP  
 cc: Laura Emmett/WHO/EOP  
 Subject: Service-race link

Here's some interesting stuff, via John Gomperts of the Corporation for National Service.

✓ 1. Apparently Martin Luther King day was designated as a day of service under a 1994 law pushed by Harris Wofford when he was a Senator -- "a day on, not a day off." King was pro-service and made a famous service quote: "Everybody can be great because everyone can serve." So every year, the service world (there is one) organizes all kinds of service events on January 15. The Martin Luther King Commission is apparently designated in the law, along with the Corporation, to implement this. (MLK Commission is apparently somewhat adrift.)

Better yet, the Corporation has \$250,000 in demo money to fund little \$2,000 to \$5,000 mini-grants for local groups to organize local days of service. This is the 2nd year they've done these grants. They got 500 applications, many more than last year. And they will be ready to announce the grants in about two weeks. (I assume they could hold this if we wanted, although not for too long.) Harris was hoping that the President would participate in the MLK day of service this January, and could plug the Corporation's reauthorization then.

2. Harris has been approached by Dexter King (King's son) and a service organization called "Do Something" about something called the Kindness and Justice Curriculum. Corp. doesn't know much about it yet, but it might be service learning of some sort. They want to make it part of the MLK holiday celebration. They are also approaching Tom Kean.

3. Harris & co. are focusing more on AmeriCorps and less on service learning in their thinking on the race-service link so far. Two prominent AmeriCorps programs -- CityYear and Public Allies -- focus very consciously on race as part of the service experience, and could speak at a town hall. There is a guy named Alan Khazei at CityYear who is a thinker/statesman on service. You could have thinkers talk and then young people from different backgrounds talk about their experience serving together, the good and the bad.

4. The Corp. will have a new study soon on problems in racial diversity in AmeriCorps and how to do better. Gomperts says they really wouldn't want to release this report, but perhaps something could be done as an offshoot. I'll try to find out more about it. AmeriCorps is apparently very diverse, and that can create issues.

Bruce/Diana -

Good stuff. Bruce-Diana  
 has spoken w/ J. Gomperts, and  
 Harris will come in to speak  
 with us as soon as we want.

Elena

Init Policy  
Race - service

10/23 Race + Service Meeting  
Wofford / Gumparts / Silverman /

Exam of + educative -  
not vts - based agenda  
over heads of civ vts commission.

5 goals of summit - should be 5 goals of R.I. - next stage of civ vts  
inst revolution

Powell  
- turning tide for 15m young p. heading for disaster  
This should be focus.  
to fulfill Amer process for = opportunity.

→ Service learning - deliberate design to cross the lines of race +  
culture. Sustained active together. CNS - grant program for S.I.  
King curric is part of serv. learning. 43m. prob not a major criterion

National Service - all of props of NSC have this as part of  
mandate.

We need to do even more in this respect.

↓  
Trying to ask all props desirability → Afro-in Party Points of light

compelling for grants to put  
greater weight on this component  
NOT just demographics/diversity. Looking  
~~at~~ to efforts to reach across racial  
bound.

Have him on MLK Day do some  
service w/ multiracial group  
of kids.

Essence of King in last yr -  
young people in Puerto etc.  
active in ed + econ ops.

Research on race + America + ps  
& key elements to bridge the gap.

Could transform into pub report

## McKings Holiday

- announcement of grants (2-5,000)

late Nov or early Dec - rollout of whole day -  
call to make it day of action

2 wks - culminate in  
McKings Day.

K+T curriculum as part  
of this ~~is~~ too -  
urge school systems to  
pick up an idea

Then - actually do project  
- That day - or ask  
Cabinet to go out +  
do little things around the  
country.

Expansion of whole study - bring this in somehow re crossing  
racial barriers.

Put this into Chakra Fathah - part of  
mentoring  
And US studs could assist service learning in schools.

# Withdrawal/Redaction Marker

## Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. letter	From: Susan Andersen To: Judith Winston; RE: Address and Phone No.'s (Partial) (1 page)	10/14/1997	P6/b(6)

### COLLECTION:

Clinton Presidential Records  
Domestic Policy Council  
Elena Kagan  
OA/Box Number: 14369

### FOLDER TITLE:

Race - Race Initiative Policy: Service

2009-1006-F  
db1541

### RESTRICTION CODES

#### Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
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C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

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P6/(b)(6)

October 14, 1997

Ms. Judith Winston  
The White House  
1600 Pennsylvania Avenue, NW  
Washington, DC 20050

Dear Ms. Winston:

I'm writing in response to the public perception that the Race Relations Initiative lacks concrete goals and an action plan. It is obviously a great challenge to consider the many possible directions the Initiative might take and no one strategy is likely to do the trick. There may even be intractable elements to racism as obstacles. But there are concrete actions that the Initiative can take that would promote racial healing and understanding between groups. One is the promotion of service-learning opportunities for all students in K-12 and higher education, in collaboration with existing community-service organizations. Service-learning provides students with structured opportunities to work side-by-side with their peers to give back to the community in a way proportionate to their age and expertise.

If there's one thing we know about the nature of prejudice -- and about how to diminish prejudice -- from research in social psychology, it is that mere "contact" is not sufficient to break down racial barriers. However, working together on equal footing toward shared goals -- goals that are mutually valued by all -- builds mutual respect and trust, reduces animosity, and enhances bonds. We all know that busing kids to integrate schools does not, by itself, ensure that kids pursue shared activities nor build friendships across racial lines. Service-learning programs readily inspire students to work together toward shared goals in integrated groups and it is this that matters most.

By way of definition, service-learning is community service integrated into an organized curriculum, involving a partnership between community organizations and schools in which students make a real contribution to their community -- either the community of a school (as in a tutoring or buddy program in a school) or the broader community. Students have a choice in the service activities they perform, and even if the school requires service-learning, the idea is to inspire kids to want to participate.

One of the most important elements of service-learning is that students have regular, structured opportunities to reflect in a personal way on their service experiences in informal, small groups, sharing what it means to them to be serving the common good, so that they see commonalities in their perceptions and feelings across ethnic, racial, and economic divides, building bonds and breaking down barriers (see Teaching Tolerance). In this way, the reflection

Bruce/Miki/Diana -

I ~~like~~ like the idea of making this concrete (service learning to race or, more broadly, service to race). What do - or should - we have going in the mixed world that we can transform into a race initiative proposal or event?

E. Pena

component of service-learning, run by peer or staff facilitators, has special value for improving race relations. In addition, service-learning also gives kids an opportunity to work together with and to be empowered by caring adult mentors – the service professionals who guide them and encourage them in the service setting.

Promoting service-learning in schools – in collaboration with community service organizations – is a concrete, workable goal for the Race Relations Initiative that can be reached via targeted actions. In K-12 and higher education, the specific aim would be to make it possible for every student in every school to have access to service-learning courses at each grade and educational level. The idea is to get kids involved in caring and sharing and civic participation, together, not as a government mandate, but voluntarily, inspired by interest and public relations efforts.

Of course, funds would be needed to promote participation and to help schools implement whatever programs they want to build at the local level. So, the proposal is not without cost, though existing funds support service-learning. In private-public partnership, new funds need to be obtained to promote such learning through community service in the spirit of the Race Relations Initiative. Funds are needed as well to better disseminate existing documentation to interested parties, especially guidelines that define what service-learning is, and best-case examples of programs that work. Appropriate referrals to local people with successful programs are also needed, requiring a more systematic network linked up at the national level. Finally, specific technical assistance for schools and service organizations seeking to mount service-learning programs is needed (including relevant teacher education and staff training).

Overall, taking concrete actions to make service-learning more widely available around the nation would give the Race Relations Initiative focus and clarity in the public eye. Service-learning can build a “sense” of community and help rebuild real communities. The fact that service-learning also happens to be good for citizenship education (as reflected in Goal 3 of Goals 2000), and for character education, now supported by the Department of Education, should also increase its viability. Importantly, some AmeriCorps members do community work that facilitates service-learning programs, and Learn & Serve America directly supports such programs – both through the Corp. for National Service. And making guidelines available while helping schools and communities realize them does not necessitate entering the standards debate on a new topic, because service-learning is not linked with national tests.

Service-learning provides a focused way to better race relations. It is feasible, can be folded into existing strategies, can be enhanced through private-public partnerships, and is likely to be of substantial value in building one America.

I wonder what your thoughts are on this, and would welcome the opportunity to talk. I do hope, in any event, that you'll give these ideas some consideration. It is a formidable challenge to decide which way to proceed, but the act of bringing people together to work toward common aims is crucial, and this is what service-learning does.

All the best to you in this important work.

Sincerely,

  
Susan M. Andersen  
Professor of Psychology

SMA/s

cc: Michael McCurry  
✓ Bruce Reed  
Gene Sperling  
Melanne Verveer

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Bruce / Mike / Diana -

male  
to us  
vac  
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w  
EK/DIANA/MIKE -  
What if we asked  
Colin Powell to come  
to the Dec. town hall  
to plug 1) Service and  
2) Mentoring? The 21<sup>st</sup> Century  
proposal is directly related to  
a goal of the summit + Ray Chambers  
would give us \$100 million  
himself. BR

of  
learning  
to  
uld -  
ic/ed  
anstru  
proposal

Elena

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cc: Michael McCurry  
✓ Bruce Reed  
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